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STATE COURSE OF STUDY

RURAL SCHOOLS of MONTANA

1926

Prepared by

THE STATE DEPARTMENT
OF PUBLIC INSTRUCTION

HELENA

MONTANA

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State Course of Study

FOR

Rural Schools of Montana

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State Department of Public Instruction

HELENA, MONTANA

THE MISSOULIAN PUBLISHING COMPANY
MISSOULA, MONTANA



INTRODUCTION

This volume is only a slight revision of the 1923 course of study, there being only a few changes and additions. It is not a complete enough revision to warrant discarding the earlier edition. The following are the principal changes, made in the light of most recent educational experiences and ideals:

1. The arithmetic work of the first grade has been further simplified in the belief that only as beginning number work has very clear meaning to the child may a natural development of the number concept take place, and that many of the feats with figures which very young children may be made to perform serve later often to handicap a rational development of reasoning power in number work in higher grades. The teaching of long division in the fifth grade is clarified by the indication of successive steps and degrees of difficulty in problems.

2. In language added emphasis has been placed upon correct language habitation, particularly in the early grades.

3. An attempt has been made in the reading course to point out more clearly how to secure reading skills. Types of exercises are given and informal tests suggested for determining what children's difficulties are.

4. A penmanship course and a health and physical education program not included in the former rural course are added.

Teachers should bear in mind that the purpose of the course of study is to present certain phases of subject matter which are of interest to children and at the same time have a distinct bearing upon their future needs. The course is not an outline of certain portions of textbooks to be covered in a given time. The course and not the textbook furnishes the guide for procedure. The purpose of the course is to emphasize not only the materials which our present ideals in education indicate are worth while, but also the methods by which these materials can best be presented to children in accordance with our present understanding of the laws of learning. Both material and method are designed to contribute to the social usefulness of the individual.

There will be necessity for constant adaptation of the course to varying community needs. Without adaptation the course will fail of its purpose.

A large amount of the work of former Montana rural school supervisors, Dr. Adelaide M. Ayer and Dr. Charles M. Reinoehl, assisted by the State Normal College faculty and others, in the original 1919 rural course of study is retained. More recent rural school supervisors, Amalie Knobel, Rose K. Brandt, and Jessie L. Duboc, made valuable contributions to the 1923 revision largely retained in this volume. The chief labor of making the changes here presented has fallen upon the present rural supervisors, Luella M. King and Rose K. Brandt. Miss King's suggestions have been carried out largely in the arithmetic work of the lower grades, while Miss Brandt's efforts have been devoted in general to all of the subjects, but in particular to additions in reading, language, penmanship, and physical education.

MAY TRUMPER,

Superintendent of Public Instruction.

No conqueror can make the multitude different from what it is; no statesman can carry the world's affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the widest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent powers of our kind.

—H. G. WELLS.

MANUAL TO COURSE OF STUDY FOR RURAL SCHOOLS OF MONTANA

WHAT THE COURSE OF STUDY CONTAINS

The present tendency everywhere is to make a curriculum not a bare outline of subject matter but motivated material and suggestive live issue problems. This broader interpretation of the curriculum is based upon psychological principles and various experiments in practice which tend to establish the belief that success in life is not so likely to depend upon the number of facts learned in school as upon the relationship of the facts learned to the uses the individual makes of them. With the aim of establishing this connection between material and the use to which it is to be applied the outline of subject matter has been enriched by method helps, type lessons, references, and occasionally by educational principles.

Teachers will be held responsible for the WHOLE course of study, the educational principles, the problems suggested, and the aims, as well as for the bare outlines and page references.

Teachers and patrons unacquainted with Montana school law in regard to the use of the Course of Study, are referred to Section 1177, Revised Codes, 1921.

PLAN OF ALTERNATION AND COMBINATION OF WORK

Teachers have recognized for years that the time element is one of the most important considerations in the improvement of rural schools, but they have been conservative in making changes by combining classes so that time would be given for real teaching. In 1917, Montana, following the lead of many progressive states, adopted the plan of combination and alternation of classes. The success of this plan has been demonstrated in every county in the state and in every rural school of the most progressive and best organized counties. The complaints have been few and in every instance where there has been dissatisfaction, it has been due to the fact that the teacher has not fully understood the plan and has tried to alternate classes without following the course of

study. Textbooks, which are intended for both city and rural schools, are not written with a combination and alternation scheme in mind, while this course is carefully planned with that in view.

The alternation and combination of classes is required of all schools of five grades or more under one teacher and is recommended in part at least for any rural school of more than two grades to a teacher.

How combination and alternation work

The eight grades or years under the old plan will be divided into five classes under the new plan. These classes will be known as:

- Class E (Grade I)
- Class D (Grade II)
- Class C (Grades III and IV)
- Class B (Grades V and VI)
- Class A (Grades VII and VIII)

Class A, Class B, and Class C each represents the combination of two grades or divisions. The terms "upper division" and "lower division" should be used to distinguish the classification as well as the old term "grade." Thus in odd years (1927-28, 1929-30, etc.), upper division work in these classes will be followed; in even years (1926-27, 1928-29, etc.), lower division work will be taken.

The first and second year pupils (Classes E and D) will each be by themselves except in language. The third and fourth year pupils (Class C) will be combined in reading, language, and arithmetic. The fifth and sixth year pupils (Class B) will take reading, language, arithmetic, history, and nature study together. The seventh and eighth year pupils (Class A) will be combined in reading, language and grammar, nature study—agriculture, arithmetic, and history. Eighth year pupils will be by themselves in civics.

The classes in geography, hygiene, and spelling have a different combination. In geography, the fourth and fifth year pupils (upper division of Class C and lower division of Class B) will be combined, also sixth and seventh years (upper division of Class B and lower division of Class A). There will be only one formal class in physiology and hygiene, tho some instruction will be given in that subject in the first four years as outlined under language in the new curriculum. The sixth and seventh

year pupils (lower division of Class A and upper division of Class B) will be combined for hygiene and physiology. In spelling all pupils, except those in Class E, will be grouped in three classes and will be known as Classes C, B, and A. Pupils will be placed in that class in which they can do the best work without regard to ability or standing in other subjects.

Table of alternation and combination by years

7th and 8th years (Class A)	5th and 6th years (Class B)
Reading	Reading
Language and Grammar	Language
History	History
Arithmetic	Arithmetic
Nature Study-Agriculture	Nature Study
Civics (8th year <i>only</i>)	
3rd and 4th years (Class C)	1st and 2nd years (Class D E)
Reading	Language (including History,
Language (including History,	Hygiene and Nature Study)
Hygiene and Nature Study)	
Arithmetic	
1st year (Class D)	2nd year (Class E)
Reading	Reading
Numbers	Numbers
Phonics	Nature Study
Nature Study	

Combination for geography, hygiene and spelling

Geography

4th and 5th years (Class BC)

6th and 7th years (Class AB)

Hygiene

6th and 7th years (Class AB)

Spelling

Three divisions above the first year, *classified according to spelling ability*

Subjects for entire school

Writing

Music

Drawing

Odd and even years' work

In the course of study the work has been so outlined that the classes combined will be taking one line of work odd years (1927-28, 1929-30, etc.), and another line of work even years (1926-27, 1928-29, etc.). By studying the curriculum it will be seen that the work outlined for odd and even years is equally

difficult and it has been so arranged that one year's work does not depend upon previous study of the other year's work. This is best illustrated in arithmetic. It has been customary to take the multiplication tables in order (tables of 2's, 3's, 4's, etc., thru 12's) but there is no vital reason for this procedure. It is well known that the table of 7's, for example, is much more difficult than the table of 10's. To make the work of odd and even years equally difficult the tables of 5's, 6's, 9's, 10's, and 11's will be taken in odd years and the tables of 3's, 4's, 7's, 8's, and 12's will be taken even years. In geography, it makes no difference whether Asia is studied before Africa or Africa before Asia. In grammar the knowledge of verbs does not depend upon the knowledge of adjectives so it makes not the slightest difference which is studied first.

In American history, for example, after a general survey of the whole field thru hero stories in the fifth year, there is no good reason why children cannot better grasp and appreciate the conditions during the early history of our country after they have studied the more recent American history.

Table of combination and alternation by subjects

The following will illustrate how the plan of combination and alternation of classes works in the different subjects:

Reading

Odd Years (1927-28, 1929-30, etc.)

- Class E (Grade I) work outlined for First Year
- Class D (Grade II) work outlined for Second Year
- Class C (III and IV) work outlined for Fourth Year
- Class B (V and VI) work outlined for Sixth Year
- Class A (VII and VIII) work outlined for Eighth Year

Even Years (1926-27, 1928-29, etc.)

- Class E (Grade I) work outlined for First Year
- Class D (Grade II) work outlined for Second Year
- Class C (III and IV) work outlined for Third Year
- Class B (V and VI) work outlined for Fifth Year
- Class A (VII and VIII) work outlined for Seventh Year

Arithmetic

Odd Years (1927-28, 1929-30, etc.)

- Class E (Grade I) work outlined for First Year
- Class D (Grade II) work outlined for Second Year
- Class C (III and IV) work outlined for Fourth Year
- Class B (V and VI) work outlined for Sixth Year
- Class A (VII and VIII) work outlined for Eighth Year

Even Years (1926-27, 1928-29, etc.)

Class E (Grade I) work outlined for First Year

Class D (Grade II) work outlined for Second Year

Class C (III and IV) work outlined for Third Year

Class B (V and VI) work outlined for Fifth Year

Class A (VII and VIII) work outlined for Seventh Year

Language and grammar

Odd Years (1927-28, 1929-30, etc.)

Class DE (I and II) work outlined for Second Year

Class C (III and IV) work outlined for Fourth Year

Class B (V and VI) work outlined for Sixth Year

Class A (VII and VIII) work outlined for Eighth Year

Even Years (1926-27, 1928-29, etc.)

Class DE (I and II) work outlined for First Year

Class C (III and IV) work outlined for Third Year

Class B (V and VI) work outlined for Fifth Year

Class A (VII and VIII) work outlined for Seventh Year

History

Odd Years (1927-28, 1929-30, etc.)

Class B (V and VI) work outlined for Sixth Year

Class A (VII and VIII) work outlined for Eighth Year

Even Years (1926-27, 1928-29, etc.)

Class B (V and VI) work outlined for Fifth Year

Class A (VII and VIII) work outlined for Seventh Year

Civics

Class A, one outline, for eighth year pupils *only*

Hygiene and physiology

Odd Years (1927-28, 1929-30, etc.)

Class AB (VI and VII) work outlined for Seventh Year

Even Years (1926-27, 1928-29, etc.)

Class AB (VI and VII) work outlined for Sixth Year

Below Class B, Hygiene is included in the Language curriculum

Nature study-agriculture

Odd Years, (1927-28, 1929-30, etc.)

Class B (V and VI) work outlined for Sixth Year

Class A (VII and VIII) work outlined for Eighth Year

Even Years (1926-27, 1928-29, etc.)

Class B (V and VI) work outlined for Fifth Year

Class A (VII and VIII) work outlined for Seventh Year

Nature Study in C. D. and E Classes

Geography

Odd Years (1927-28, 1929-30, etc.)

Class BC (IV and V) work outlined for Fifth Year

Class AB (VI and VII) work outlined for Seventh Year

Even Years (1926-27, 1928-29, etc.)

Class BC (IV and V) work outlined for Fourth Year

Class AB (VI and VII) work outlined for Sixth Year

Spelling

Class E (Grade 1) work in connection with reading—no spelling class. School divided into three classes, no attention being paid to grades. *The three divisions selected according to spelling ability rather than class lines.*

Writing

Entire school in one class or two divisions, the advance and lower classes alternating by days

Music

Entire school in one class or two divisions, the advance and lower classes alternating by days.

Industrial arts (handwork)

Classes C, D, and E (Grades I-IV)

Sewing, industrial arts (manual training and handwork) and Junior Red Cross work

Classes A and B (Grades V-VIII)

Drawing

All classes together in schools where drawing is to be taught as a subject by itself. No separate outline for this subject is given as it is thot best to teach it in connection with other subjects.

Cooking and homemaking

Theory as a part of Hygiene (Class AB)

Practical work in preparing warm noon lunch and home project work

BASAL TEXTBOOKS IN SCHOOLS OF FIVE OR MORE YEARS

In one-teacher schools of five or more years the alternation and combination of classes will be followed. In such schools the following basal textbooks should be used odd years (1927-28, 1929-30, etc.). Several supplementary books, as given in each course, should also be used.

Odd years**Reading**

As no combination of classes is possible in grades I and II the following basal texts will be employed each year:

Easy Road to Reading, Primer, Grade I

Easy Road to Reading, First Reader, Grade I

Easy Road to Reading, Second Reader, Grade II

Natural Method Readers, Primer, Grade I

Natural Method Readers, First Reader, Grade I

Natural Method Readers, Second Reader, Grade II

Studies in Reading, Primcr, Grade I

Studies in Reading, First Reader, Grade I

Studies in Reading, Second Reader, Grade II

Riverside Readers, Primer, Grade I

Riverside Readers, First Reader, Grade I

Riverside Readers, Second Reader, Grade II

Riverside Readers, Third Reader, Grade III

Easy Road to Reading, Third Reader, Grade III

Natural Method Readers, Third Reader, Grade III

Studies in Reading, Third Reader, Grade III

Riverside Readers, Fourth Reader, Grade IV

Easy Road to Reading, Fourth Reader, Grade IV

Natural Method Readers, Fourth Reader, Grade IV

Studies in Reading, Fourth Reader, Grade IV

Class C

Elson Grammar School Reader, Book II, Grades V and VI

Young & Field Literary Readers, Book Six, Grades V and VI

Class B

Elson Grammar School Reader, Book IV, Grades VII and VIII

Young & Field Advanced Literary Readers, Part Two, Grades VII and VIII

Class A

Language

Cowan, Betz & Charters, *Essential Language Habits, Book One, Part One*, Grades III and IV, Class C

Book Two, Part One, Grades V and VI, Class B

Book Three, Part One, Grades VII and VIII, Class A

(A Teacher's Manual for this series is available)

Potter, Jeschke & Gillet, *Oral and Written Composition,*

Primary Book, Part One, Grades III and IV, Class C

Intermediate Book, Part One, Grades V and VI, Class B

Complete Book, about first half of text, Grades VII and VIII, Class A

Geography

Shepherd, *Geography for Beginners*, for silent and supplementary reading in Grade III (See Geography course of study)

McMurry & Parkins, *Elementary Geography, Complete*, Grades IV and V

McMurry & Parkins, *Advanced Geography, Complete*, Grades VI and VII

History

Gordy, *Stories of Early American History*, for silent reading and language in Grade IV (See History course of study)

Gordy, *Stories of Later American History*, Grades V and VI

Bourne & Benton, *Introductory American History*, Grade VI

Burnham, *The Making of Our Country*, Grades VII and VIII

Nature study-agriculture

Benson & Betts, *Agriculture*, Grades VII and VIII, Class A

Arithmetic

Stone-Millis, *Arithmetic*

Primary Arithmetic, Grades III and IV, Class C

Intermediate Arithmetic, Grades V and VI, Class B

Advanced Arithmetic, Grades VII and VIII, Class A

Gifford, (State Edition), *Everyday Mental Arithmetic* (Contains exercises for all grades)

The order of topics as given in the course of study in arithmetic should be followed in all classes rather than the order given in the textbook. *This is very important.*

Spelling

New World Speller—three book series

Pupils classified according to ability to spell

Civics

Hughes, *Community Civics*, Grade VIII

Hygiene

Address, *Boys and Girls of Wake-Up Town*, Grade IV (May be used as a reader or as a basis for language work)

Hutchinson, *The Child's Day*, Grades V and VI (May be used as a reader or as a basis for language work)

Hutchinson, *The Handbook of Health*, Grades VI and VII

Dictionaries recommended

Webster's Shorter School Dictionary, Grades IV and V

Webster's Elementary School Dictionary, Grades VI, VII, and VIII

Webster's Secondary School Dictionary, Teachers desk

The Winston Simplified Dictionary, Grades V, VI, VII, and VIII

The Concise Standard Dictionary, Grades IV and V

The Comprehensive Standard Dictionary, Grades VI, VII, and VIII

The Desk Standard Dictionary, Teacher's desk

The following textbooks should be used even years (1926-7, 1928-9, etc.).

Even years

Reading

Riverside Readers, Third Reader, Grade III

Easy Road to Reading, Third Reader, Grade III

Natural Method Readers, Third Reader, Grade III

Studies in Reading, Third Reader, Grade III

Riverside Readers, Fourth Reader, Grade IV

Easy Road to Reading, Fourth Reader, Grade IV

Natural Method Readers, Fourth Reader, Grade IV

Studies in Reading, Fourth Reader, Grade IV

} Class C

Elson Grammar School Reader, Book I, Grades V and VI

Young & Field Literary Readers, Book Five, Grade V and VI } Class B

<i>Elson Grammar School Reader, Book III, Grades VII and VIII</i>	}	Class A
<i>Young & Field Advanced Literary Readers, Part One, Grades VII and VIII</i>		

Language

- Cowan, Betz & Charters, *Essential Language Habits*,
Book One, Part Two, Grades III and IV, Class C
Book Two, Part Two, Grades V and VI, Class B
Book Three, Part Two, Grades VII and VIII, Class A
- Potter, Jeschke & Gillet, *Oral and Written English*,
Book One, Part Two, Grades III and IV, Class C
Book Two, Part Two, Grades V and VI, Class B
Complete Book, about last half of text, Grades VII and VIII,
Class A

Nature study-agriculture

- Benson and Betts, *Agriculture*, Grades VII and VIII, Class A

History

- Gordy, *Stories of Early American History*, for silent reading and language in Grade IV (See History course of study)
- Gordy, *Stories of Later American History*, Grades V and VI, Class B
- Burnham, *The Making of Our Country*, Grades VII and VIII, Class A

Arithmetic

- Stone-Millis, *Arithmetic*
Primary Arithmetic, Grades III and IV, Class C
Intermediate Arithmetic, Grades V and VI, Class B
Advanced Arithmetic, Grades VII and VIII, Class A
- Gifford, (State Edition) *Everyday Mental Arithmetic*, (Contains exercises for all grades)

The order of topics as given in the course of study in arithmetic should be followed in all classes rather than the order given in the text book. *This is very important.*

Civics, geography, hygiene, and spelling

- Same text books as for even years

Dictionaries recommended

- Same as for even years

SUPPLEMENTARY TEXTBOOKS ADOPTED IN 1925

Reading

- Lewis & Rowland, *Silent Readers*, Grades I to VIII
The only full series silent reader available at this time.
- Bolenius, *Boys' and Girls' Readers*, Grades I to VI
Both Primer and first reader available for first grade. Very detailed Manual. Suggested pre-primer work. Suggested seat work at extra cost for first grade and diagnostic tests for first three grades.

Horn-Shields, *Learn to Study Readers*, Grades I to III

Manual in connection with desk copy of each book.

LaRue, *Fun Book*, *Under the Story Tree*, and *In Animal Land*

Probably of primer, first and second reader difficulty, respectively. Illustrated. Carefully graded word list, fortunately not indicating grade for which intended.

Elson, *Child Library Readers*, Grades I to V

Primer contains some of same material found in readers on basal list. Books I and II contain some of the same stories found in basal readers, but treated in different way.

Firman & Maltby, *Winston Companion Readers*, Grades I and II

Contain some of same stories found in basal readers. Material provides repetition for beginners.

Baker and Baker, *Bobbs-Merrill Readers*, Primer to Grade VIII

Good classical material that has stood test of time. Contains much material that is given in basal readers. Seat work provided at extra cost.

Hill and Lyman, *Reading and Living*, Grades VII and VIII

Reading material varied in character. Excellent helps for teacher and pupil.

Stone, *Silent Reading*, Books I and II for Grades I and II

Prout, Mischler, Baumeister and Renner, *Thought Test Readers*, Grades I and II. Looseleaf informal tests for second grade at extra cost.

Language

Howard-Hawthorne-Howard, *The Language Garden*, Grade III

Involves much silent reading. Similar to materials in modern silent reading texts. Some oral language usage provided for.

Sheridan, Kleiser & Mathews, *Speaking and Writing English*, Grade IV

Provisions for correct language habituation. Definite development of composition form.

Ward-Moffett, *Junior Highway to English*, Grades VII and VIII

Brief, definite and concise treatment of technical English.

Nature study-agriculture

Waters, *Elementary Agriculture*

Arithmetic

Harris-Waldo, *First Journeys in Numberland*, Grades I and II

Contains many suggestions for teacher in making numbers have meaning in first two grades. Reference in course of study to specific pages.

Hygiene

Andress, *Journey to Healthland*, Grade III

May be used as reader or may form the basis of language work. Health facts introduced thru stories. Personification of habits; Lollipop Town, Grimy-Joes, Ill-Health Imps, Samuel Milk Bottle, Mr. Oatmeal, Mr. Coffee Pot, etc.

Hutchinson, *Building Strong Bodies*, Grades V and VI

Fact material on the importance of exercise in building and preserving health.

Turner-Collins, *Health*, Grades V and VI

Fact material on effect of personal habits on health, including food study, food habits, and age-weight charts.

Geography**Barrows-Parker, *Journeys in Distant Lands*, Grade IV**

Slightly easier than basal text for this year. Asia, Africa, Europe, and Australia. Introduction to mechanics of geography. Use as silent reading, teaching definitely how to study an information subject.

Civics**Rexford & Carson, *The Constitution of Our Country***

An aid in helping the pupil to understand the ideals that actuated our forefathers in formulating the Constitution. Stresses the importance of the citizen's contact with his country thru the Constitution.

Supplementary civics texts previously adopted are:

Lapp, *Elements of Civics*

Dunn, *Community Civics*

Spelling**Horn-Ashbaugh, *Spelling*, Grades I to VIII**

Minimum list of words likely to be used in each of grades based upon studies of children's words by Jones, Thorndike, and others.

For grade III and above, a supplementary list is provided for each grade. Directions for teaching spelling included.

ADVANTAGES OF THE ALTERNATION PLAN

The best teachers welcome the alternation and combination plan and find no difficulty in putting it into practice. New teachers should become familiar with the plan and co-operate by explaining the purpose of such a scheme and by making clear to patrons that the many great advantages more than offset any confusion that may have arisen in the past.

Alternation gives:

1. Fewer classes a day
2. Longer time for each class
3. More of the teacher's time to lower grades than heretofore
4. Fewer subjects for the teacher to prepare and, therefore, better preparation for each recitation
5. Larger classes and, therefore, more interest and competition

Are these your problems?

Questions will arise in unusual cases. The following that have come to the attention of the State Department may help to solve various problems.

1. Question: I shall have next year (1927-28) a school with all grades but the eighth (according to the old plan). Will the seventh year pupils take odd or even year's work outlined for Class A?

Answer: Take the work outlined for eighth year which is the odd year's work for Class A. By so doing you will save having both seventh and eighth year work in 1928-29.

2. Question: I am to teach a summer school that begins in March, 1928. Shall I take work outlined for odd or even years?

Answer: Take the same outline that you would take if your school began the following September. The term "even years" is used for the school years that begin **any time** during 1926-27, 1928-29, etc.

3. Question: A certain school has four grades (according to the old plan). Therefore, it should not adopt the plan of combination and alternation of classes. In the middle of the year new pupils enter, making six grades (according to the old plan). Shall I change in the middle of the year to the plan of combination and alternation?

Answer: That is a case in which the teacher will have to use her judgment and if possible consult with the county superintendent. It will probably be best to accommodate the entering pupils in classes that are already formed.

4. Question: A fifth year pupil enters my school in the middle of the year (1927-28) from a town school. I have no class doing fifth year work, as it is an odd year, and the fifth year pupils (Class B) are taking work outlined for sixth year with upper division of Class B. Shall I make a new class for the entering boy?

Answer: No. He will be no more of a misfit if put with your class B that is doing sixth year work than if put into the fifth grade of any country school of four years or less. A pupil that changes from a town school to a rural school or from a rural school to a town school is usually a misfit and will be no more so under the alternation plan.

5. Question: As the size of rural schools changes a great deal from year to year, how will next year's teacher know whether last year's teacher used the alternation plan and thereby covered the course of study intended for schools of more or less than four years?

Answer: By records which last year's teacher sent to the county superintendent at the close of the school year. It is imperative that these records be left with the county superintendent.

6. Question: Will a pupil from a school using the alternation plan be at a disadvantage in entering a city elementary or high school?

PROGRAM FOR A SCHOOL OF FIVE YEARS

Class Periods

Seat Work and Study Periods

Begin	Min.	Classes	Class E First Year	Class D Second Year	Class B Fifth and Sixth Years	Class A Seventh and Eighth Year
9:00	10	Opening Exercises				
9:10	15	E Reading		Study Reading	Study History ³ , Nature ²	Study Arithmetic
9:25	15	D Reading	Sentence Building		Study History ³ , Nature ²	Study Arithmetic
9:40	15	B Arithmetic	Sentence Building	Word Study		Study Arithmetic
9:55	15	A Arithmetic	Study Reading	Word Study	Study Arithmetic	
10:10	15	Writing				
10:25	15			Organized Play		
10:40	10	E Reading ³ , Numbers ²		Blackboard Work	Study Arithmetic	Study Spelling
10:50	10	D Numbers	Number Cards		Study Arithmetic	Study Spelling
11:00	15	B Language	Number Cards	Number Work		Library Reading
11:15	15	DE Language			Study Language	Library Reading
11:30	15	A Language		Play or Handwork	Study Language	
11:45	15	B Hygiene (Upper Division)			Study Language	Study Language
12:00	60			Luncheon and Play Hour		
1:00	10	Music				
1:10	15	E Phonics and Spelling		Study Reading	Study Geography	Study Language
1:25	15	D Reading and Spelling	Word Study		Study Geography	Study Language
1:40	20	A History ³ , Civics ²		Language Work	Study Geography	
2:00	10	E Reading and Spelling		Language Work	Map Work	Study History ³ , Civics ²
2:10	15	B Geography (Lower Division)	Study Reading	Study Spelling	Map Work	Study History ³ , Civics ²
2:25	15			Organized Play		
2:40	15	B Geography (Upper Division)		Handwork	Study Reading	Study History ³ , Civics ²
2:55	15	A Reading ² , Agriculture ²		Handwork	Study Reading	
3:10	15	B Reading		Play or Dismiss		Study Reading ² , Agriculture ²
3:25	10	B Spelling				Study Reading ² , Agriculture ²
3:35	10	A Spelling			Study Spelling	
3:45	15	B History ² , Nature Study ²				Study Reading ² , Agriculture ²

Friday Afternoon, 2:45—30 min., D E Handwork

3:15—45 min., A B Sewing, Industrial Arts (Manual Training and Handwork)

The exponent, as, B History², means the number of days a week the class recites.

PROGRAM FOR A SCHOOL OF EIGHT YEARS

Class Periods

Seat Work and Study Periods

Hour	Min.	Classes	Class E First Year	Class D Second Year	Class C Third and Fourth Years	Class B Fifth and Sixth Years	Class A Seventh and Eighth Years
9:00	10	Opening Exercises					
9:20	10	E Reading		Study Reading	Study Language	Study History ³ , Nature ²	Study Arithmetic
9:40	10	D Reading	Blackboard Work		Study Language	Study History ³ , Nature ²	Study Arithmetic
9:50	15	B Arithmetic	Sentence Building	Study Reading	Study Language		Study Arithmetic
9:45	15	A Arithmetic	Sentence Building	Word Study	Poem Study	Study Arithmetic	
10:00	15	C Arithmetic	Study Reading	Word Study		Study Arithmetic	Study Arithmetic
10:15	15	Writing					
10:30	15				Organized Play		
10:45	10	E Reading, Numbers ²		Study Spelling	Study Arithmetic	Study Arithmetic	Study Language
10:55	10	B Language	Number Cards	Blackboard Work	Study Arithmetic		Study Language
11:05	15	A Language	Blackboard Work	Number Work	Study Arithmetic	Study Language	
11:20	10	D Numbers	Handwork		Study Reading	Study Language	Study Language
11:30	15	AB Geography, Hygiene ²	Play or Handwork		Study Reading	Library Hour	Study Language
11:45	15	C Language	Play or Handwork			Library Hour	Study Geography ¹ , Hygiene ²
12:00	60				Luncheon and Play Hour		Library Hour
1:00	10	Music					
1:10	10	E Phonics		Study Reading	Study Spelling	Study Geography	Study Geography ³ , Hygiene ²
1:20	15	BC Geography	Word Building	Study Reading	Study Spelling		Study Geography ³ , Hygiene ²
1:35	10	D Reading	Blackboard Work		Blackboard Lang.	Study Geography	Map or Hygiene Drawing
1:45	15	A History ³ , Civics ²	Handwork		Study Reading	Study Geography	Library Hour
2:00	10	DE Language			Study Reading	Map Drawing	Library Hour
2:10	10	B Reading	Language Seat Work		Use of Dictionary		*Study History ³ , Civics ²
2:20	15	C Reading	Language Seat Work			Study Reading	*Study History ³ , Civics ²
2:35	15				Organized Play		
2:50	10	E Reading		Study	Spelling	Study Reading	Study Reading ² , Agriculture ²
3:00	10	CD Spelling	Study Reading			Study Reading or Spelling	Study Reading ² , Agriculture ²
3:10	10	B Spelling	Play or Dismiss		Library Hour		Study Reading ² , Agriculture ²
3:20	10	A Spelling			Library Hour	Study Spelling	
3:30	15	B History, Nature Study ²			Handwork		Study Spelling
3:45	15	A Reading ² , Agriculture ²			Handwork	Study History ² , Nature ²	

Friday Afternoon, 2:45—30 min., C, D and E Handwork

3:35—45 min., A and B Sewing and Industrial Arts (Manual Training and Handwork)

*Seventh year pupils will have library hour from 2:00 to 2:35 two days in the week while eighth year pupils study Civics.
The exponent, as, A Reading², means the number of days a week the class recites.

A THREE GROUP PROGRAM FOR AN EIGHT-GRADE SCHOOL

(The following program was made by Dr. Fannie Dunn of Columbia University, one of the foremost authorities on rural schools in the United States. This program is recommended especially for the use of teachers who have been very successful in combining and alternating classes and who stay two or more years in the same school. On the reverse side of this sheet will be found the same program showing work by groups.)

Hour	No. Min.	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	15		Opening Exercises, All			
9:15	20	Reading 1	Reading 1	Reading 1	Reading 1	Reading 1
9:35	20	Reading 2	Reading 2	Reading 2 and 3	Reading 2	Reading 2 and 3
9:55	20	English 6-8	English 3-5	English 6-8	Clubs (25 min.)	English 3-5
10:15	25	Story Hour 1-3	Story Hour 1 & 2	Reading 4-5	Reading 6-8	Reading 6-8
10:40	15	Morning Recess	Physical Training 1 and 2			
10:55	10	Music 1 and 2	Music 1 and 2	Music 1 and 2	Music 1 and 2	Music 1 and 2
11:05	15	Reading 1 or Language 1 and 2	Reading 1 or Language 1 and 2	Reading 1 or Language 1 and 2	Reading 1 or Language 1 and 2	Reading 1 or Language 1 and 2
11:20	20	Arithmetic 4-8	Arithmetic 6-8	Arithmetic 6-8	Arithmetic 4 and 5	Arithmetic 4 and 5
11:40	20	Arithmetic 3	Arithmetic 3	Arithmetic 2 and 3	Arithmetic 2 and 3	Arithmetic 3
12:00	60	Noon Recess	Hot Lunch—Free Play			
1:00	10	Music 3-8	Music 3-8	Music 3-8	Music 3-8	Music 3-8
1:10	15	Reading or Phonetics 1	Reading or Phonetics 1	Writing 1 and 2 (20 minutes)	Reading or Phonetics 1	Writing 1 and 2 (20 minutes)
1:25	15	Reading or Phonetics 2	Reading or Phonetics 2	Reading or Pho- netics 2 (10 min.)	Reading or Phonetics 2	Reading or Pho- netics 2 (10 min.)
1:40	15	Writing 3-8	Spelling 3	Writing 3-8	Spelling 3	Spelling 3
1:55	25	Industrial Arts 1 and 2	Natural Science and Hygiene 3-8	Industrial Arts 1 and 2	Natural Science and Hygiene 3-8	Industrial Arts 1 and 2
2:20	25	Reading 3 and 4	Reading 3 and 4	Industrial Arts 3-8	Reading 3 and 4	Industrial Arts 3-8
2:45	15	Afternoon Recess	Physical Training 3-8			
3:00	15	Spelling 4 and 5	Spelling 6-8	Spelling 4 and 5	Spelling 6-8	Spelling 4-8
3:15	25	Reading 4 and 5	Geography 3-5	Reading 5 and 6	Geography 3-5	Reading 5 and 6
3:35	20	History 7 and 8	History 7-8	Geography 6-8	Geography 6-8	History 7 and 8 or Geography 6-8
4:00		Dismissal				

Note: History not provided as a separate subject below seventh grade, but taught with industrial arts, reading, or geography.

SAME PROGRAM, SHOWING WORK BY GROUPS

Hour	No. Min.	Group C Grades 1 and 2	Group B Grades 3-5	Group A Grades 6-8	Whole School 1-8
9:00	15				Opening Exercise
9:15	20	Reading 1 (5)			
9:35	20	Reading 2 (5)	Reading 3 (2)		
9:55	20		English (2)	English (2)	Clubs (1) (25 minutes)
10:15	25	Story Hour (2)	Story Hour 3 with C (1) Reading 4 and 5 (1)	Reading (2)	
10:40	15	Physical Training			Recess
10:55	10	Music			
11:05	15	Reading 1 or Reading and Language 1 and 2			
11:20	20		Arithmetic 4 and 5 (3)	Arithmetic 6-8 (3)	
11:40	20	Arithmetic Games 2 with 3 (2)	Arithmetic 3 (5)		
12:00	60				Noon Recess and Hot Lunch
1:00	10		Music (5)	Music (5)	
1:10	15	Reading or Phonetics 1 or Writing 1 and 2			
1:25	15	Reading or Phonetics 2			
1:40	15		Writing (2) Spelling 3 (3)	Writing (2)	
1:55	25	Industrial Arts (3)	Nature Study and Hygiene (2)		
2:20	25	Dismiss	Reading 3 and 4 (3)		Industrial Arts 3-8 (2)
2:45	15			Physical Training Recess	
3:00	15		Spelling 4 and 5 (3)	Spelling (3)	
3:15	25		Geography (2) Reading 4 and 5 (1)	Reading 5 and 6 (2)	
3:40	20			History 7 and 8 or Geography 6-8	

Note: Groups overlap for reading, as indicated; groups sometimes combine, as A and B in writing or in industrial arts; and groups sometimes divide, as group B into III and IV, V for arithmetic. Arabic figures in parentheses denote number of recitation periods per week.

Answer: No. He should be better prepared than under the old plan as he will have had more of the teacher's time, will have been in larger classes, and will be better trained in habits of study.

7. Question: By combining seventh and eighth year work I shall have a class of fourteen pupils. Will that be a practicable combination?

Answer: In extremely large one-teacher schools it may be impossible to use the alternation plan in all classes if the classes so grouped show extremes of ability. This is a case in which the teacher should consult the county superintendent before making a definite grouping. Every effort should be made in such large schools to employ two teachers, as one teacher can not do efficient work under any plan if she has over thirty-five pupils.

FIRST YEAR PUPILS

There should be concerted action on the part of teachers, trustees, and county superintendents to get patrons to start beginners only when school opens in the fall. *Teachers who have several classes should never start a "primer" or "beginner's" class in the middle of the year when a first year class has already been created.* Parents of beginners who enter late must not expect the teacher to start a sub-primary class which, in a country school, is a poor excuse for a kindergarten.

HIGH SCHOOL WORK IN RURAL SCHOOLS

In some communities far from high schools pressure has been brought to bear on teachers in one-room schools to teach a few high school subjects, thus robbing the other pupils of the teacher's time that belongs to them. Following are good reasons why this should not be allowed:

1. A one or two-teacher school will be weakened rather than strengthened by adding high school work.
2. A one or two-teacher school can not do satisfactory high school work because of lack of time and inadequate laboratories and other high school equipment.
3. High school work will not be approved by the State Department of Public Instruction in schools employing fewer than three teachers, if all the elementary grades are represented.

THE DAILY PROGRAM

The making of a program is a difficult task and requires much study and experience. There are certain principles that should be followed in any program and there should be adapta-

tions of type or "model" programs given in this bulletin to fit the condition in individual schools. The following principles of program construction should be carefully studied:

1. Provide definite work for all classes for every period of the day. *This includes seat periods as well as class recitations.*

2. Give as nearly the same total time as possible to each class. The size and ability of the class will be important factors in this time division.

3. Meet the primary classes very soon after assembling the school at the beginning of the four main subdivisions of the day.

4. Writing should never follow a recess period or other time spent in active muscular play or work.

5. Study periods should, when possible, follow the recitation periods, while details of the assignment are clearly in mind.

6. The more difficult subjects should come early in the day or soon after a period of rest or play. (Reading, which is one of the most difficult subjects during the first two years of school, should come early in the forenoon and afternoon sessions, while with older children it is one of the easier subjects and should come later in the day.)

7. Plan industrial arts (manual training, handwork, etc.) late in the afternoon when the waves of fatigue are low.

Why plan seat work?

1. Because the daily program is the children's program rather than the teacher's.

2. Because children spend a relatively longer time in study than in recitations and so need to have the study time even more carefully planned.

3. Because in the majority of rural schools 50 per cent of the children's time is wasted because seat work is not planned.

4. Because it is more important to teach children to study than to recite.

Seat work is to be indicated on all programs, the program in use is to be posted in a conspicuous place and a copy sent to the county superintendent early in the school year.

Study programs

Every device possible should be considered that will train children how to study, prevent the waste-time habit, and encourage concentration. To help children we suggest that every class above the second year have a separate program taken from the program of the entire school. These programs may be copied by individual pupils and kept on their desks or one may be posted

for each class, where each member can see it. The following would be a program for a sixth year pupil. By comparing with the "Program for a School of Five Years" it will be seen that it coincides with the sixth year work.

9:00— 9:10	Opening Exercises
* 9:10— 9:40	Study History ³ or Nature Study ²
9:40— 9:55	Recite Arithmetic
9:55—10:10	Study Arithmetic
10:10—10:25	Writing
10:40—11:00	Study Arithmetic
11:00—11:15	Recite Language
11:15—11:45	Study Language
11:45—12:00	Recite Hygiene
1:00— 1:10	Music
1:10— 1:40	Study Hygiene
1:40— 2:10	Study Geography
2:10— 2:25	Map Work
2:40— 2:55	Recite Geography
2:55— 3:10	Study Reading
3:10— 3:25	Recite Reading
3:25— 3:35	Recite Spelling
3:35— 3:45	Study Spelling
* 3:45— 4:00	Recite History ³ or Nature Study ²

*The exponent (Study History³ or Nature Study²) refers to the number of days in the week.

Industrial arts

Industrial arts is a comparatively recent term given to cover manual training, handwork and all other industrial work. Usually the term household arts is used in the last three or four years of the elementary school to cover the work for girls in cooking, sewing, and other home making projects.

It is well to emphasize the importance of connecting handwork with other school subjects. Too little attention has been given to the thot content in manual training and handwork, as must be expected when any subject is isolated from all others. The great value of any line of industrial arts lies in the *ideas* that go hand in hand with the project. Skill and execution should be subordinate to this development of general industrial intelligence.

In the first four years the work should be an outgrowth of history and nature study. The projects which express the experience children are gaining are those of:

The sand table

Projects suggested: Eskimo village, ranch, first Thanksgiving, Cliff Dweller's home, home of early peoples, Indian village.

References:

- Dobb, *Primary Handwork*, Macm.
 Dynes, *Socializing the Child*, Silver
 Daniels, *School Drawing, a Real Correlation*, Bradley

Paper and cardboard folding

Projects suggested: Furnishing a doll house; furnishing the village store; Christmas gifts, such as candy boxes, cornucopias, calendars, etc.

References:

- Dobb, *Primary Handwork*, Macm.
 Daniels, *School Drawing, a Real Correlation*, Bradley
 Waldo and Harris, *First Journeys in Numberland*, Scott
 Dynes, *Socializing the Child*, Silver

Paper cutting and tearing

Projects suggested: Poster to represent home and community activities; special days, etc.; booklets, blackboard frieze.

References:

- Daniels, *School Drawing*, Bradley
 Dobb, *Primary Handwork*, Macm.

Weaving and spool knitting

Projects suggested: Rug making in connection with study of Indians and early colonies; doll clothes; Christmas gifts, such as lamp mats, hot dish mats, horse reins.

References:

- Dobb, *Primary Handwork*, Macm.
 Dynes, *Socializing the Child*, Silver
 McCormack, *Spool Knitting*, Barnes

Clay modeling (native clay)

Projects suggested: Animals and other objects for the sand table; good vase forms.

References:

- Dopp, *The Tree Dwellers*, Rand
 The Early Cave Men
 The Later Cave Men
 Dobb, *Primary Handwork*, Macm.

Basketry

Native materials: Corn husks, pine needles, marsh grass, birch bark, wheat straw, cat-tail leaves, timothy grass, grape vines, strawberry runners, roots of trees, also raffia.

References:

- Hammel, *Pine-Needle Basketry in Schools*, Bur. Ed.
 Holton and Rollin, *Industrial Work for Public Schools*, Rand

In the upper years the work for girls will be an outgrowth of the hygiene—the study of food and clothing. The practical work in the study of food will be done at noon in preparing warm

lunch and in the home project work, particularly in bread and canning clubs. A period is set aside for sewing for Friday afternoon. The sewing, like cooking, should be closely connected with other work and should be rich in subject matter.

Cooking

Projects: See hygiene course of study.

References:

Kinne and Cooley, *Food and Health*, Macm.
 Farnsworth, *The Rural School Lunch*, Webb
 Farmer, *Boston Cooking School Cook Book*, Little
 Bulletin, *Outline Course in Housekeeping*, Bur. Ind.

Sewing

Projects: Darning stockings brought from home; patching and sewing on buttons; lengthening skirts; making cooking aprons, caps, hand and dish towels, Junior Red Cross work.

Study of cotton, silk, wool, linen; raising and manufacture of textiles; labor conditions; child labor laws.

How to test linen, wool; familiarity with percale, gangham, calico, crepe, serge, cheviot, etc.; widths of common materials; shrinkage and laundering; test of "fast" colors; estimating amounts of different materials for certain patterns.

References:

Kinne and Cooley, *Clothing and Health*, Macm.
 Bulletin, *Synopsis of a Course in Sewing*, Bur. Ind.
 Chamberlain, *How We are Clothed*, Macm.

Manual training

In the upper years the work with boys will be an outgrowth of agriculture-nature study and history. One period a week on Friday afternoon is set aside for this work, but much can be done by children's "earning time" from study periods. It is very fine to have a good equipment consisting of the following, but good work can be done with saws, hammer, and plane:

Work bench	Combination oil stone (coarse and medium)
Jack plane (Stanley) 15-inch	Marking gauge screw point
Back saw, 14-inch	Auger bits, set of 6
Rip saw, 8-point	Screwdriver
Cross-cut saw, 9 or 10-point	Screwdriver bits
Hammer, 7-ounce	Drills, 3/32, 4/32, 5/32, 6/32 in.
Hammer, 13-ounce	Coping saw and dozen blades
Chisels, 1/4 and 3/4 inch	Brace
Try-square, 7-Inch	Oiler
Nail set	
Counter sink	

Projects (in connection with nature study-agriculture)

Cold frame	Corn-drying rack
Window box	Egg tester
Germinating box	Brooder
Feed box	Egg crates
Trap nests (poultry)	Fly trap
Gate	Whippletree

Other projects for home and school

Fireless cooker	Window screens
Vine trellis	Lattice screen for outbuildings
Vine arbor	Cupboards and other home furnishings

References:

- Bulletin, *Farm and Home Mechanics*, Bur. Ind.
Brigham, *Box Furniture*, Century

General References:

- Bailey, *Booklet Making*, Prang Co., Chicago
Bonser & Mossman, *Industrial Arts for Elementary Schools*, Macm.
Industrial Art Text Books, Prang Co., Chicago

Music in the curriculum

"If I were making a public school curriculum, I would put in a little reading and writing, and a little arithmetic, a little history and geography, and a great deal of music. Next to reading and writing, even ahead of writing, and next to the power to count the simplest things in arithmetic, music is the most practical thing in our schools."—Hon. P. P. Claxton, former United States Commissioner of Education.

Rural children need music even more than city children. Every school day should open with music and close with music. Children should march out to music and should have singing games and folk dances at recess. What would be the far reaching influence if every school day closed with a patriotic song? The habit of singing songs and hymns together will bring about a spirit of co-operation, of neighborliness, of brotherhood, and will result in a bigger, better, and more satisfying country life.

If we emphasize only the practical and material side of school work we are encouraging individualism in an already over-individualized country life. "We must educate for leisure as well as for work, for living as well as for getting a living." The higher emotions will be aroused not thru arithmetic but thru music, not thru spelling but thru singing.

Teachers and trustees are urged to put into their libraries several copies of *Twice 55 Community Songs*—Brown Book, C. C. Birchard and Co., Boston, Mass., 15c. *The Golden Book of Favorite Songs*, revised edition, Hall and McCreary Co., Chicago, 20c, or song books equally good. From these splendidly chosen songs, children should be able to sing from memory at least five patriotic songs, six or eight folk songs, three or four hymns, and a round. They should learn to sing them without their books and sing them in the spirit in which they were written. In the song books referred to, notice the story of the song at the top of the page. This should be discussed to get the right feeling, and thru the right feeling, the right expression. After *feeling, quality rather than quantity, tone rather than volume should be the aim.*

Children should be taught to stand when the Star Spangled Banner is played or sung and to sing all the words correctly without their books. We must recognize, as have the evangelists of every country, that the highest patriotic emotions as well as religious emotions are aroused thru music. *Patriotic song festivals should be as common in rural communities as the present basket social. Only when a generation of teachers feels the importance of such community music will America become a singing and music loving nation.*

Music appreciation should not be neglected. It can best be taught thru the use of the phonograph, a necessary part of the equipment of every school. Thru the phonograph, the teacher may arouse an appreciation of tone quality (that singing does not mean shouting), stimulate an interest in the great musical classics whether they be folk songs or oratorios, train the ear to distinguish the different musical instruments and voice parts, and give an added charm to country life thru the possibilities of hearing the best at home.

The following list of phonograph records (revised 1926) is recommended:

List of records for appreciation

(Numbers refer to Victor Records, but many schools may use Columbia Records, or those of other make, with much effectiveness and satisfaction, as well.)

17084	Folk Dances, Shoemakers Dance, Klappdansen.....	\$.75
19729	Medley March of National Airs.....	.75
35742	Faust Waltz, Gounod, Band.....	1.25
19854	Traumerei, Schumann, Violin, Violin String Ensemble.....	.75

19791	Folk Songs, Quilting Party, Foster Jingle Bells	} Male Quartet	.75
16696	Lullaby from Jocelyn, Godard, Orchestra		
	Melody in F, Rubinstein, Quartette		.75
35289	Strauss Waltz, Blue Danube		1.25
16995	Shubert Serenade, Violin and Flute and Harp		
	Serenade (Titl), Violin and Flute and Harp		.75
17284	Ballet Music, Faust, Gounod, Band		.75
712	Hungarian Dance, Brahms, Violin, Kreisler		1.50
35241	Carnival Romain Overture, Berlioz, Orchestra		
	Polonaise Militaire, Chopin, Band		1.25
19887	Carry Me Back to Old Virginny, Male Quartet		
	Darling Nellie Gray, Male Quartet		.75
16813	Evening Star, Tannhauser, Wagner, 'Cello		.75
18648	Spring Song, Mendelssohn, Florentine Quartet		
	To a Water Lily, MacDowell, Florentine Quartet		.75
35470	Morning, Peer Gynt Suite, Victor Orchestra		
	Asa's Death, Peer Gynt Suite, Victor Orchestra		1.25
654	Lo! Here the Gentle Lark, Soprano, Flute Obligato		1.50
Total			\$15.50

Additional records

17735	Songs of Our Native Birds	\$.75
17937	Gaynor Songs, Little Shoemaker, Blacksmith, Song of Iron, Baa Baa Black Sheep, How Many Miles to Babylon, and Bobby Shafto.....	.75
17580	America and Red, White and Blue, Band for Community Singing75
18145	Old Kentucky Home, Battle Hymn, Believe Me, Home Sweet Home, Band for Community Singing.....	.75
855	Four Leaf Clover, Williams	1.50
55048	Bridal Chorus, Lohengrin, Wagner.....	1.50
742	I Heard a Thrush at Eve, McCormack At Dawning, McCormack	1.50
35265	Grand March Aida, Verdi Rondo Capriccioso, Saint Saens, Band.....	1.25
16474	Amaryllis, Victor Orchestra Minuet in G, Paderewski, Victor Orchestra.....	.75
35227	Onward Christian Soldiers, March, Band Soldiers Chorus, Faust	1.25
17890	Swing Low, Sweet Chariot, Plantation Melody Steal Away, Plantation Melody75
35767	Hallelujah Chorus, Messiah, Handel.....	1.25
45495	Spring Song of the Robin Woman.....	1.25
17563	Pilgrim Chorus, Tannhauser, Wagner Anvil Chorus, Trovatore, Verdi.....	.75
55066	Sextette from Lucia, Victor Opera Quartette Quartette from Rigoletto, Victor Opera Quartette.....	1.50
Total		\$16.25

References :**Texts**

- Eleanor Smith Music Course*, Am. Bk.
Modern Music Course, Silver
The Lyric Music Course, Scott
The Educational Music Reader, Ginn
The Progressive Music Course, Silver
The Melodic Music Course, Am. Bk.

Children's Songs

- Gaynor, *Songs of the Child World*, No. 1, Church
 Riley and Gaynor, *Songs of the Child World*, No. 2, Church
 Knowlton, *Nature Songs for Children*, Bradley
 Neidlinger, *Small Songs for Small Singers*, Schirmer
 Poulsson, Smith, *Songs of a Little Child's Day*, Bradley
 Hofer, *Popular Folk Games and Dances*, Flan.
 Elliott, *Mother Goose Set to Music*, McLoughlin, New York City

Music Appreciation

- Farnsworth, *Education Through Music*, Am. Bk.
 Faulkner, *What We Hear in Music*, Victor
 Fitzgerald, *Stories of Famous Songs*, Lipp.
 Smith, *Stories of Great National Songs*, Young Ch.
 Faulkner, *Music in the Home*, Seymour
Pan and His Pipes, Victor
Music Appreciation with the Victrola for Children, Victor

General References :

- Engleman, *Moral Education in School and Home*, Chap. X, Sanborn
Proceedings of N. E. A. 1913, pp. 602-612
 Bonser, *Elementary School Curriculum*, Chap. XV, Macm.

Informal testing

Testing is an important step in the teaching process in all of the so-called school subjects and should have a definite place in the teacher's plans of instruction.

1. *General functions to be performed by tests, but not yet provided for in any one type available today*
 - a. To test achievement of pupils
 - b. To test organization of thot
 - c. To test language expression of thot organization
2. *Need for informal testing*
 - a. To provide for an essential and distinct step in the teaching process
 - (1) To test pupil achievement resulting from his individual effort
 - (2) To provide for third law of learning; i. e., the law of satisfaction

- b. To test achievement on work actually covered
- c. To afford opportunity for testing on small units
- d. To enable testing to occur at short time intervals
- e. To test effectiveness of teaching methods

3. *Essential characteristics of tests*

- a. Testing thoroly what they aim to test. A large number of questions.
- b. Testing worth while materials
- c. Providing for variety in testing.
Frequently three or four types are included in one test. It is essential that at least one question of the essay type be included in a test of considerable extent.
- d. Requiring little or no explanation to pupils before performing
- e. Stated clearly, definitely, concisely
- f. Providing for objective scoring
- g. Requiring minimum amount of time for scoring

4. *Types of informal tests*

- a. Essay—(Subjective, depending upon the teacher's judgment for score)
By this type it is the aim to perform all three functions mentioned in 1. It is probably neither valid nor reliable as a test of achievement but has distinct value for the other two functions; namely, to test thot organization and language expression. Questions beginning with "Why," "How," "Discuss," "Compare," "Account for," and "Give reasons for" are representative of the essay test. Children should have ample opportunity to practice with this type.
- b. Objective
Is particularly valuable in testing achievement of pupils

5. *Types of objective tests growing out of standard achievement tests which are widely used today*

- a. Pure recall—completion type
Fill the blank with the correct word: Montana is crossed by railroad lines
- b. Recognition
Multiple choice, multiple response, or judgment, so-called by Osburn, Ruch, and others respectively. The "choices" may be words, phrases, clauses, or numbers. Directions may be: Underline, copy, or put an X after the word or words that make the sentence true.
 - (1) Two choices
This belongs to the alternative choice type listed later and should be scored similarly.

(2) Three choices

When Coolidge became President (the president pro tem of the Senate became vice-president, the office of vice-president remained vacant, the secretary of state became vice president).

(3) Four choices

London is in (Germany, Canada, England, Italy).

(4) Five choices

The number of United States senators to which each state is entitled is (1, 2, 3, 4, 5).

c. Alternative choice (or response)

This type tends to encourage guessing. Train children to answer only those they are sure of. To eliminate the disadvantages arising from guessing the score is *the number right minus the number wrong*. The directions may be: Draw a line under the correct word.

(1) Yes—No

Is the Secretary of State president of the senate?

Yes No

(2) Right—Wrong

All bills for raising revenue must originate in the House.

Right Wrong

(3) True—False

Bananas are raised in Montana. True False

d. Best answers

Directions may be: Put an X before the statement, or copy the statement that gives the best reason. Butte is the largest city in Montana because:

- (1) It is the greatest railroad center of Montana.
- (2) A great many foreigners live there.
- (3) It is the greatest copper center in the world.

e. Matching

It is essential to have at least one extra item in one of the lists.

(1) Expressions

Directions may be: Write before each expression in the first list the number of the expression in the second list that tells about the same thing.

- (a) The largest city in Montana.
- (b) Capital city of Montana.
- (c) City 27 miles from Butte.
1. Seat of Intermountain Union College.
2. One of the greatest copper centers in the world.
3. Home of the largest copper smelter in the world.
4. Montana's University city.

(2) Subject and predicate

Directions may be: Put the number of the subject before the predicate to which it belongs.

- | | |
|------------|---|
| 1. Montana | 1. controls the world's rubber supply. |
| 2. Texas | 2. produces more wool than the U. S. |
| 3. England | 3. is the third largest state in the Union. |
| 4. Mining | 4. is the chief industry of Montana. |
| | 5. has a larger area than California. |

f. Word out of place

Directions may be: Draw a line through the one word that does not belong in each group.

- (1) Wisconsin, Florida, Asia, Montana, Washington
- (2) Longfellow, Whittier, Lowell, Riley, Pershing
- (3) Mississippi, Butte, Chicago, Philadelphia, New Orleans
- (4) soft, yellow, loud, going, swift

6. *Other objective tests that have long been used and that seem to possess the essential characteristics of informal tests*

a. Classifying

This is particularly suited to geography and history. Directions may be: Put each of the following in the correct column, thus,

<i>country</i>	<i>mountain</i>	<i>city</i>	<i>river</i>
Russia	Carpathian	Paris	Hudson
Columbia, Leningrad, Berlin, Missouri, Cleveland, Amazon			

b. Association

Directions may be: Tell what and where each is, thus:

<i>Name</i>	<i>What</i>	<i>Where</i>
Argentina	Country	South America
Yellowstone		
Boston		
Danube		

c. Matching

(1) Author and title

Directions may be: Write the name of the author after the title of the book or selection he wrote.

Whittier	Sandpiper
Wordsworth	Snowbound
Longfellow	Daffodils
Burns	A Man's a Man
	Barefoot Boy

(2) Person and his designation or his distinction

Directions may be: Rearrange the names in the first column so that each man's name stands opposite the words in the second that tell some thing about him.

Woodrow Wilson	Inventor of steamboat
Jefferson Davis	President of Confederacy
Wm. J. Bryan	Leader of U. S. Troops in World War
John Pershing	War President
	Advocate of Free Silver

d. Pure recall

Directions may be: Tell in one sentence each who or what each of the following is:

League of Nations	Gettysburg
Coblenz	Byrd

e. Recognition

Directions may be: Draw a line through the incorrect form.

I (give)	a dollar to the Near East Relief Fund.
I (gave)	

References:

Ruch, *The Improvement of the Written Examination*, Scott
Paterson, *Preparation and Use of New-Type Examinations*, World
Monroe & Souder, *The Present Status of Written Examinations
and Suggestions for Their Improvement*, Bulletin 17, Illi-
nois U.

Branom, *The Measurement of Achievement in Geography*, Macm.
Stormzand, *American History Teaching and Testing*, Macm.

See also topic entitled Geography Tests under General Sug-
gestions in course of study in geography.

READING

GENERAL SUGGESTIONS

AIMS OF TEACHING READING

1. *To teach children how to read which includes:*
 - (a) *A mastery of mechanics;*
 - (b) *The ability to get thought.*
2. *To teach children what to read.*
3. *To teach children to enjoy reading.*

These aims are inseparable. The problem of teaching children to read cannot be divorced from that of creating a hunger for and an appreciation of the best literature. Teaching children *about books* without leading them to appreciate the best kind of reading does not insure us that the right kind of literature will be chosen or that even a taste for any kind of reading will be developed. The failure of children in all school subjects and the deplorable lack of ability of those who have been thru the public schools to study and appreciate the material in the best books, magazines, and bulletins are proof sufficient that the one aim and end in reading has usually been simply to pronounce words at sight.

PERIODS IN EFFECTIVE READING PROGRAM

Bearing in mind that there are specific growth periods in pupils' reading development should help to make the teaching of reading more definitely purposeful. The *Twenty-Fourth Yearbook, Part I*, gives the following division in reading in the eight elementary school years based upon pupil progress in reading.

1. *The initial reading period, Grade I*

This is the period for acquiring a desire to read, acquiring a considerable recognition vocabulary, and developing the ability to read with speed and accuracy simple reading material. Sometimes this period must extend into the second grade.

2. *The period of rapid growth, Grades II and III*

This is the period for vigorous emphasis on the acquisition of skill in speed, accuracy and interpretation in connection with both silent and oral phases of reading, and for beginning the extension of variety in children's reading material.

3. *The period of wide reading*, Grades IV, V, VI

This period is important for emphasizing the *thot* side of reading, for reading for both information and pleasure, and for developing an interest in a variety of types of reading materials.

4. *The period of refinement*, Grades VII and VIII

This is the period for training in systematic and analytic habits of study, and summarizing the author's *thot*, and for cultivating an intelligent enjoyment in reading current events and magazine articles as well as material of a literary character.

Each period will, of course, provide specifically for an enrichment of the experience of pupils thru ever wider and more varied reading, for cultivation of a taste for reading, and a desire to read in leisure time. So, too, will each period include provision for helping the individual pupil raise his reading level by acquiring the particular skills in which he is deficient. (Chapter X of the *Twenty-Fourth Yearbook* contains a helpful tabulated analysis of evidences of pupil reading deficiency. It points out how to diagnose such deficiencies and gives remedial suggestions for overcoming them.

PHASES OF READING

In the teaching of reading, it is essential to recognize the fact that there are two distinct phases of reading contributing perhaps equally to securing satisfactory results. Each phase involves the acquisition of specific abilities, and each requires specific procedure for acquiring the particular skills in question.

Oral reading

In order that the teaching of oral reading may function properly, it is essential that we have clearly in mind definite objectives to be attained. Such objectives must be determined not by tradition but by the part that oral reading is to play in the life of the child. For a clue to both the definite goals to be reached and the procedure for their achievement, we must look to the child's need for learning to read orally. Further we must provide for satisfying his need for oral reading as it arises naturally in his school life now.

Need for oral reading

1. *To master the mechanics of reading*

A complete mastery of the mechanics of reading involves more than mere recognition of symbols. It includes training of the eye, the ear, and the voice. This training necessitates a large amount of exercise

in oral reading. Therefore the oral phase of reading receives chief emphasis during the first three grades and continues to receive a gradually decreasing amount of attention during the remaining five of the elementary grades.

2. *To support an argument*

When a child's statement of a fact is questioned, it frequently becomes necessary for him to read his authority orally in order to sustain his argument. When his answer to a question is challenged, he may read orally to establish the validity of his answer. Such needs arise frequently in connection with silent reading exercises and in giving oral reports.

3. *To present information to others*

Occasions arise when it is desirable to read orally to the class portions of interesting information bearing on a topic that is under discussion. The force of an author's statement is frequently weakened when the pupil expresses the thought in his own words. References or parts of references may be assigned for oral reading in order that the class may receive full benefit of important statements.

4. *To give pleasure to others*

Certain types of material call for oral reading for the purpose of giving pleasure to others. When a child has enjoyed reading a book or story, he may wish to share that enjoyment with the class. He may tell part of the story in his own words and read aloud those parts that seemed particularly pleasing.

Then, too, such selections as *The Bugle Song*, *The Little Steam Engine*, *Hiawatha*, *O Captain! My Captain!*, *Patrick Henry's Speech on a Resolution to Put Virginia Into a State of Defense* were intended to be voiced, not to be read silently. They make their appeal to the ear, not to the eye. Children will be thrilled by the melody of the selection but the reader must first get the spirit and feel the emotion of the selection to be able to stir his audience to hear the little steam engine puff, "I-think- I-can! I - think - I - can, I - think - I - can," or to get the echo,

"Blow, bugle, blow, set the wild echoes flying,

Blow bugle; answer echoes, dying, dying, dying."

Only such a reader can stir a wave of patriotic feeling in his audience by Patrick Henry's words, "Is life so dear, or peace so sweet as to be purchased at the price of chains and slavery? Forbid it Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!"

Principles in teaching oral reading

There are a few principles that hold good in all oral reading:

1. Oral reading, unless it is sight reading, should follow rather than precede discussion.

2. Sight reading should be so simple that it can be read intelligently without study.

3. There should always be an attentive audience, the only motive for reading aloud. The reader should, of course, face his audience which listens attentively with closed books.

4. There should be no mechanical directions from the teacher, such as "Let your voice drop at a period" or "Read more slowly." The expression will come thru thought and emotion, not thru commands and punctuation marks.

5. There should be no interruption to correct errors. If the reading is very poor the child may be stopped, as poor oral reading shows that the selection is too difficult or the reader does not have the thought.

6. The teacher should frequently set the children a good example of oral reading by taking a part in a dramatic reading exercise or by reading a selection either in whole or in part.

References for the Teacher:

- Stone, *Silent and Oral Reading*, pp. 80-111, Houghton
 Kendall & Mirick, *How to Teach the Fundamental Subjects*, pp. 8-10, 42-46, 50, 51, Houghton
 Klapper, *Teaching Children to Read*, pp. 139-151, App.
 Jenkins, *Reading in the Primary Grades*, Chapter II, Houghton
 Sherman & Reed, *Essentials of Teaching Reading*, pp. 3-79, U. Pub.
Twenty-Fourth Yearbook, Part I, Pub. Sch.

Silent reading

Reason for increased emphasis in silent reading

We know that most of the reading outside of school is silent reading and that the ability to do successful work in practically all school subjects from the fourth grade on depends largely on ability to interpret the thought effectively and quickly. Though we have always known these facts, it is only since the more recent developments in psychology that we have realized that practice in any subject to be effective must be as nearly identical as possible with the way the experience is to be used later. It took us many generations, for example, to discover that practice in oral reading did not insure effective silent reading. Results of standard silent reading tests have revealed deplorable weaknesses. Throughout the eight years of the elementary school we have taught children to read orally and then have passed them on still unable to get the thought from the printed page.

We have interpreted the term reading to mean oral reading. Let us realize that oral reading is not really reading but largely word pronunciation and that much drill in oral reading hinders thought getting. We should, therefore, use the term "reading" to mean thought reading. Thought getting is gained primarily thru silent reading.

Proportion of time to be devoted to silent reading

It is apparently the consensus of opinion of those who are investigating this problem that an increasing amount of reading time in each grade should be devoted to silent reading. In the first grade the oral phase should receive the chief emphasis. An increasingly greater emphasis should be given to the silent phase as pupils advance in the grades. Some authors have stated this in the following proportions: one lesson in eight or ten a silent reading lesson in the last half of the first grade: one-half the lessons silent reading lessons in the fourth grade: all but one lesson in six or eight silent reading lessons in the eighth grade.

Factors of an effective teaching program

Efficient silent reading depends on certain abilities: (1) speed, or the ability to read in a minimum amount of time; (2) comprehension, or the ability to read with accuracy and understanding; (3) organization, or the complex ability to analyze and to evaluate what has been read and to classify the information so analyzed and so evaluated; and (4) memory, or the ability to retain that that has been obtained thru reading. Definite training must be provided for the acquisition of each of these skills.

1. *Training in speed*

It has been proved that rapid readers are the best readers: that is, rapid readers are superior to slow readers in securing meaning. This is at variance with the general notion among parents and teachers, but sufficient tests have been made to convince all that quick readers are the ones who best get the thot of a given paragraph or selection. The direction, "Take your time and read slowly," is likely to weaken the comprehension in silent reading. It is therefore important for teachers to direct children to concentrate and secure thot from the printed page as quickly as possible.

a. Standard Rates

Starch, one of the foremost authorities in silent reading, gives the following rates as the number of words per minute which each grade should read silently:

II	III	IV	V	IV	VII	VIII
108	126	144	168	192	216	240

Other authorities give somewhat fewer words for the second grade (84-90).

b. Factors influencing speed

(1) *Eye Movement.* Acquisition of speed involves the ability to "take in" an increasingly larger number of words at a glance. The ability to grasp a larger unit decreases the number of eye sweeps necessary to cross the page, and hence, aids in increasing the reading rate.

(2) *Lip Movement.* Reading accompanied by lip movement signifies a reading rate commensurate only with the number of words that can be vocalized. The eye movement is then retarded to accommodate the rate at which the organs of speech can function. Recognition of this fact is the basis of the teacher's admonition to the child, "Read with your eyes, not with your lips." Emphasis on the increase of rate, then, must also take into consideration the importance of decreasing lip movement.

2. *Training in comprehension*

Accurate comprehension of what has been read is the very cornerstone of efficient reading. Unless this ability is well developed, the other three factors, namely, speed, organization, and memory, cannot function effectively. Since the acquisition of this skill is so fundamental in reading it is highly important that it receive attention during the early years of the child's school life. It is further essential that we make provision for the development of abilities that are contributory to comprehension and that we furnish an opportunity for exercising these abilities thruout the years in school.

a. To increase the meaning vocabulary

In one study made of the typical errors in silent reading, the mistakes were classified under nine heads. By far the most frequent (33 per cent of all) was meagre meaning vocabulary. From the first children should be trained to glean the meaning of words from their context, in the intermediate grades to use the dictionary and select definitions applicable to the context, and later to appreciate shades of meaning of words.

b. To answer specific questions

The child who needs this training is the one who allows his imagination to carry him beyond the facts in the context. He may recite lessons fluently but he cannot answer specific questions.

c. To follow directions

Children's solutions of arithmetic problems reveal the need of training in following directions. In later life they need to have the habit of following directions exactly in using recipes and dress patterns, in interpreting working drawings, in putting machinery together, and in scores of daily tasks.

3. *Training in organization*

Information, in order to function, to be of use, must be classified and organized. During the child's school life as well as later in his adult life he will constantly be required to make judgments and reach conclusions on the basis of what he has read. Such judgments and conclusions necessitate several activities or processes. These activities or processes probably occur almost simultaneously, but for purposes of discussion and emphasis on their importance, they need to be considered singly.

a. To analyze what has been read

When the child reads to find the solution of a problem, he must look for reasons that appear to justify his acceptance of the solution. He may be required to look for a certain number of statements in the text that bear upon the topic. This requires careful analysis of what is being read and is coincident with the act of evaluating the thots thus presented. Finding the main point in a paragraph also involves analysis of reading.

b. To evaluate what has been read

Children who accept all they read as of equal importance do not know how to glean the high spots from their assignments, do not stop to weigh the reasonableness of statements made, and do not have criteria for judging whether the selection read is meeting their needs. Definite training along these lines is needed to develop the ability to weight values.

c. To organize what has been read

This includes the ability to make a topical outline, to formulate problems to cover the main points, to choose the most important items of selection, and to read meaning into more or less vague content.

4. Training in memory

Emphasis on the other three factors is an aid in remembering. Nevertheless, since many children have difficulty in retaining what has been read, they must receive specific training in this respect. Frequent and periodic opportunities for recalling what has been read should be provided.

References for the Teacher:

- *Stone, *Silent and Oral Reading*, pp. 112-116, Houghton
- Brooks, *Improving Schools by Standardized Tests*, pp. 143-203. Houghton
- O'Brien, *Silent Reading*, Macm.
- *Watkins, *How to Teach Silent Reading to Beginners*, Lipp.
- Elementary School Journal*, Dec. 1922 (Articles by Judd and Rhoades)
- **Twentieth Yearbook, Part II*, Pub. Sch.
- *Specially recommended.

TESTS

Tests serve a two-fold function of assisting the teacher in discovering a child's achievement in the several reading abilities and of assisting the child in developing those abilities. Such tests are of two general types:

Standard tests

The standardized test is the best known device for objectively measuring the achievement of children and for establishing definite goals for them. During the past few years a number of silent

reading tests have been scientifically prepared and standardized. They have been given to hundreds of thousands of school children in every state of the union. The median or average score of thousands of children in each grade makes up the norm (sometimes called standard) for the grade. No one test can measure all phases of reading. It is therefore very desirable that several tests be used to supplement each other.

References on Testing:

- *Stone, *Silent and Oral Reading*, pp. 217-281, Houghton
- *Monroe, *Measuring the Results of Teaching*, Houghton
- McCall, *How to Measure in Education*, Macm.
- *Brooks, *Improving Schools by Standardized Tests*, Houghton
- Pressey, *Introduction to the Use of Standard Tests*, World
- Wilson and Hoke, *How to Measure*, Macm.
- *Probably give the simplest treatment of a testing program.

Standard reading tests

1. *Silent Reading*

- Burgess, *Scales for Measuring Ability in Silent Reading. Picture Supplement Scales 1 to 4*, Grades 3-8, Sage Ed.
- Courtis, *Standard Research Test in Silent Reading, Series R, Test 2*, Grades 3-6, Courtis
- Gray, *Silent Reading Tests*, Grades 4-8, Chicago U.
- Haggerty, *Reading Examination, Sigma 1*, Grades 1-3; *Sigma 2*, Grades 3-6; *Sigma 3*, Grades 6-12, World
- Monroe, *Silent Reading Test, Test I*, Grades 3-5; *Test II*, Grades 6-8, Pub. Sch.
- Pressey, *Attainment Scales*, 3 different tests for Grades 1-3, Pub. Sch.
- Stone, *Narrative Reading Tests*, Grades 3-8, Pub. Sch.
- Thorndike, *Scale Alpha 2 for Measuring the Understanding of Sentences, Part I*, Grades 3-5; *Part II*, Grades 6-12, Bur. Pub.
- Thorndike, *Visual Vocabulary Scale*, Grades 3-10, Bur. Pub.
- Thorndike-McCall *Reading Scale*, Grades 2-12, Pub. Sch.

2. *Oral reading*

- Gray, *Oral Reading Test*, Grades 4-8, Pub. Sch.

Informal tests

See same topic in fifth and sixth year reading course.

Informal tests do not displace or supercede the standardized tests. These two types of tests should supplement each other. Informal tests are invaluable as devices for developing the various abilities in reading and should be given thruout the year. In the interpretation of results and the diagnosis which follows the giving of standardized tests the teacher should find suggestions for determining the kinds of informal tests and remedial exercises needed.

The teachers should construct such tests and exercises on the basis of the reading material found in the textbook.

The textbooks in reading and in the content subjects now in use in the schools of Montana contain material admirably adapted to the types of exercises suggested in recent textbooks in reading. Such exercises in current practice include those requiring the following reactions:

- Following directions for dramatization
- Following directions requiring action or pretended action
- Answering by writing yes or no
- Answering by writing true or false
- Answering by writing one word
- Answering by underlining correct word
- Locating material
- Quoting exact word or words
- Organizing facts in the form of an outline
- Selecting and organizing data in support of an argument

The following textbooks and the accompanying manuals to teachers are of comparatively recent publication. They contain worth while silent reading exercises of the character indicated.

- Lewis & Rowland, *Silent Readers*, Grades 3-8, Winston
- Horn Shields, *Learn to Study Readers*, Primary Grades, Ginn
- Lippincott, *Silent Readers*, Grade 2, Lipp.
- Ross, *Reading to Find Out*, Grade 2, Macm.
- Bolenius, *Teachers' Manual for the Boys' and Girls' Reader*, Grades 4-6, Houghton
- Dunn, *Teachers' Manual for Everyday Classics Primer*, Macm.
- Lincoln Readers*, Grades 3-6, Laurel

See also

- Twenty-fourth Yearbook, Part I*, Pub. Sch.
- Anderson & Davidson, *Reading Objectives*, Laurel
- Hilpert, *Reading in St. Cloud Public Schools*, Board of Education, St. Cloud, Minn.

ASSIGNMENTS

The assignment is perhaps the most important part of the lesson, as it should stimulate interest in the preparation of the next lesson. The preparation of the next reading lesson and of the lesson in all other subjects should follow, if possible, the day's lesson while the details of the assignment are in mind. In making the assignment the teacher should have a definite purpose in mind and in order to do that the lesson should be prepared by the teacher two days in advance. One day the aim may be to get the principal thought from each paragraph of the lesson. Again it may be to appreciate the beautiful and fitting selection of de-

scriptive words, as in *The Daffodils*, *The Legend of Sleepy Hollow*, and *Hiawatha*. It may be to get the expression thru feeling as in *The Little Steam Engine* (*Riverside Second Reader*, p. 102) or *Warren's Address*. Whatever the aim of the lesson, the assignment should be definite and clear and should arouse such an interest in the selection that children will anticipate with the greatest joy the next lesson. It must be understood by all teachers that the amount accomplished is in proportion to the desire to accomplish. Therefore the assignment should establish the motive. The test is the degree of interest aroused and maintained in the class in its study apart from the teacher. In a reading lesson observed, after a good assignment of a poem to be read the following day, a boy exclaimed, "May we learn it by heart?" To secure that spirit should be a general aim of all assignments.

If there are words to study, either for pronunciation or meaning, they should be pointed out in the assignment, sometimes simply mentioned as the words to be studied and again studied as a class exercise, if the thot cannot otherwise be made clear. This is illustrated in the poem, *A Sea Song* (*Riverside First Reader*, p. 98). Without *advance* discussion of the words "ahoy," "tropical gales," "seahorse," "fabulous," "main," and "breast of down," children cannot study the poem intelligently at their seats.

Many teachers will wonder how it will be possible in fifteen minute recitation periods to spend as much time as the above indicates in making an assignment. It may be that half the recitation period should be given to the assignment and again it may be the best economy of time to take the whole period. When teachers get away from the traditional notion that all the pupils must read aloud in every lesson or that all lessons must be devoted to oral reading, they will find more time for motivated assignments.

The following is an illustration of a motivated assignment:

*"A teacher wished her second grade class to commit Celia Thaxter's *The Sandpiper*. She invited the class to go on a long, long journey with her. Closing their eyes they journeyed to a lonely beach on the ocean. She proceeded, 'The waves are breaking against the shore and as they break we hear a loud roaring. Heavy clouds are scudding across the sky. Away in the distance we can see a ship with its sails tightly rolled up or reefed. We see a lighthouse in the distance, which, wrapped in mist, looks like a ghost. A little friend is going up and down the shore, uttering his sad, sweet mournful cry. Our little friend is the sandpiper whom we studied about yesterday.' She proceeded in this style, introducing the new words incidentally. The expressions 'rolling waves,'

'close-reefed vessels,' 'frowning rocks,' 'up-tossed driftwood,' 'oncoming storm,' 'bright fire,' 'ghostly lighthouse,' 'lonesome sandpiper,' furnished exceptionally good opportunities for imaginative work. The children were asked to listen to the roaring of the ocean, to look far across the water, to watch the heavy clouds, to see the close-reefed vessels, to picture the wet sand and walk thru it, to gather firewood, to see the beach with the driftwood scattered upon it, the waves rolling and tossing and the approaching tide.

"Following the teacher's story the children were allowed to tell what it made them think of. One remembered the sandpiper, studied the previous day; another a visit of his to the ocean. It reminded the teacher of the island in the ocean which she had visited many times where Mrs. Thaxter had lived and had seen just such strange scenes as had been described. She had written a poem about what she saw. Would the children like to hear it? The pleasurable demonstration of the children, when asked this, could scarcely be restrained."

Often time can be saved by putting the assignment on the blackboard. The following illustrates the blackboard assignment that might be given on *How the Little Kite Learned to Fly* (*Riverside Third Reader*, p. 126).

What did the little kite say?

What did the big kite say?

How did the big kite treat the little kite?

What do you think of the way the big kite behaved?

Give us a word picture of a *tranquil sky*.

What made the little kite thrill with pride?

How could kites *rest* in air?

References for the Teacher:

Sherman & Reed, *Essentials of Teaching Reading*, pp. 189-192, U. Pub.

Stone, *Silent and Oral Reading*, pp. 122-125, Houghton

McMurray, *Special Methods in Reading for the Grades*, Chapter XIII, Macm.

Jenkins, *Reading in the Primary Grades*, pp. 316, 12-19, 26, Houghton

SEAT WORK

During the child's first three years in school, principal emphasis is placed upon his acquiring skill in reading. The most worth while seat work exercises that can be provided for these grades is that which will contribute to this end. Such exercises may be based upon a child's previous reading, may require a further use of reading as a tool in order to carry out the assigned activity, or they may involve both of these requirements. If carefully planned, these exercises will function materially in acquiring ease and fluency in reading and in forming the habit of reading for thot. Seat work activities of this character may involve:

Review reading

An exercise may be based upon a second reading of specific pages of the child's reader. The mechanical difficulties were mastered in the first reading, hence he may now concentrate upon the content side.

Free reading

Reading easy supplementary material that offers few or no mechanical difficulties furnishes one of the best means of creating a desire to read. Bobbitt gives the following criteria for this kind of leisure reading for all grades: (1) easy, (2) rapid, (3) voluminous in amount, and (4) graded in difficulty. In order to insure the formation of correct reading habits, the child may be required to give an account of such reading. He may give an oral report of the entire selection or of specific parts, or he may illustrate the text by means of drawing, cutting, clipping, or modelling. The *Twenty-Fourth Yearbook, Part I*, Chap. VII, contains an excellent list of such reading material for each of the elementary school reading periods.

Daily reading assignment

Careful directions in giving definite things to look for in the independent reading that the child is to do during this study period, will help in establishing critical reading habits. Such directions may require analysis, evaluation, and organization of the text expressed in the reading.

Reading directions for performance

Directions requiring careful reading before they can be carried out furnish worthwhile seat work for training in comprehension. Such directions may be written on blackboard or on paper. Typewriters equipped with primer size type are now available and provide an excellent solution of the problem of preparing seatwork for lower grades. Such exercises should offer no vocabulary difficulties and may be based on (1) children's experiences or (2) specific selections from a reader.

References:

I. General

- Dunn, *Educative Seat Work*, State Normal College, Farmville, Va.
Westcott, *The Teaching of Seat Work*, West
Westcott, *The Teaching of Handwork*, West.
Troxell, *Suggestions for Seat Work and Games*, S. N. Col., Dillon

- II. With special application to silent reading
Twentieth Yearbook of the National Society for the Study of Education, Part II, Pub. Sch.
Practice and Remedial Silent Reading Exercises, Detroit Teachers College, Detroit, Mich.
Silent Reading Bulletin, Oct. 1922, Ed. Dept. Md.
 Stone, *Silent and Oral Reading*, Houghton
 Watkins, *How to Teach Silent Reading to Beginners*, Lipp.
Twenty-Fourth Yearbook of the National Society for the Study of Education, Pub. Sch.
 Anderson & Davidson, *Reading Objectives*, Laurel
- III. Based on specific pages of readers on Montana textbook list. Outlines on seatwork activities based on the *Riverside Primer*, *Natural Method First Reader*, *F-U-N Book*, *Under the Story Tree*, and *In Animal Land* have been prepared by Miss Brandt of the State Department of Public Instruction and may be secured in mimeographed form from the county superintendent.

MEMORIZING

There should be a certain amount of memory work required in all grades, but if a selection is well taught it will not be necessary to *require* children to commit passages to memory. They will want to make the selection their own. In an experiment reported in *Teachers' College Record*, two groups of children of equal ages and abilities were given, during a certain month, four poems to memorize. One division was *taught* the poem, that is, the thot and feeling were developed. The second division was simply told to memorize the poem without previous preparation. Children were carefully graded as to the results of the memorization as follows:

Poem	1st division	2nd division
Little Boy Blue	54%	9%
Lullaby	73%	18%
Four Leaf Clover	73%	18%
Sweet and Low	91%	18%

The significance of the results of these two methods cannot be too strongly emphasized.

The following list of poems is recommended in *addition* to those given in the language curriculum:

First Year:

- Daisies*, Sherman (*Riverside Primer*, p. 64)
The Swing, Stevenson (*Riverside First Reader*, p. 46)
Sleep and Rest, Tennyson (*Riverside First Reader*, p. 97)

Second Year:

- The Wind*, Rosetti (*Riverside Second Reader*, p. 20)
The Brown Thrush, Larcom (*Riverside Second Reader*, p. 95)

Third Year:

Our Mother (Riverside Third Reader, p. 37)

A Song of Our Flag, Nesbit (Riverside Third Reader, p. 104)

Hiawatha's Childhood (in part), (Riverside Third Reader, p. 171)

Fourth Year:

Bob White, Cooper (Riverside Fourth Reader, p. 39)

We Thank Thee, Emerson (Riverside Fourth Reader, p. 54)

The Village Blacksmith, Longfellow (Riverside Fourth Reader, p. 214)

Fifth Year:

The Star Spangled Banner, Key (Elson Grammar School Reader, Book I, p. 17)

The Name of Old Glory, Riley (Elson Grammar School Reader, Book I, p. 19)

November, Cary (Elson Grammar School Reader, Book I, p. 121)

The Children's Hour, Longfellow (Elson Grammar School Reader, Book I, p. 291)

Sixth Year:

The Barefoot Boy, Whittier (Elson Grammar School Reader, Book II, p. 40)

Ring Out Wild Bells, Tennyson (Elson Grammar School Reader, Book II, p. 115)

Christmas Bells, Longfellow (Elson Grammar School Reader, Book II, p. 118)

Seventh Year:

The Flag Goes By, Bennett (Elson Grammar School Reader, Book III, p. 20)

The Sandpiper, Thaxter (Elson Grammar School Reader, Book III, p. 74)

The Daffodils, Wordsworth (Elson Grammar School Reader, Book III, p. 93)

The Day is Done, Longfellow (Elson Grammar School Reader, Book III, p. 353)

The Fatherland, Lowell (Elson Grammar School Reader, Book III, p. 373)

Concord Hymn, Emerson (Elson Grammar School Reader, Book III, p. 356)

Eighth Year:

Selections from *Snow Bound* (Elson Grammar School Reader, Book IV)

Selections from *Vision of Sir Launfal* (Elson Grammar School Reader, Book IV)

The Bugle Song, Tennyson (Elson Grammar School Reader, Book IV, p. 43)

O Captain! My Captain, Whitman (Elson Grammar School Reader, Book IV, p. 376)

Love of Country, Scott (Elson Grammar School Reader, Book IV, p. 355)

Gettysburg Address, Lincoln (Elson Grammar School Reader, Book IV, p. 374)

References for the Teacher:

Strayer & Norsworthy, *How to Teach*, Chapter V., Macm.

Haliburton & Smith, *Teaching Poetry in the Grades*, Houghton

Language course of study

DRAMATIZATION

Imagination and feeling and thru them good expression and a lack of self consciousness may be developed by dramatization. Stilted, high-pitched, colorless reading can be prevented by dramatization if started early enuf. But to dramatize there must be subject matter that lends itself to dramatization and blackboard reading and textbook content that is rich in stories and rhymes. Sometimes in the first year of school, dramatization precedes oral reading after the story has been told to children, and again dramatization follows reading and is used as a motive. There are good arguments for both methods of procedure.

References for the Teacher:

Sherman & Reed, *The Essentials of Teaching Reading*, pp. 95-101, U. Pub.

Kendall & Mirick, *How to Teach the Fundamental Subjects*, p. 22, Houghton

Klapper, *Teaching Children to Read*, pp. 147, 148, 190, 198, 199, App.

TEACHING FOREIGN CHILDREN

In many sections of Montana there are schools in which all or a part of the children come from homes in which English is not spoken. Every effort should be made to Americanize the pupils by first encouraging and later insisting that English be the only language spoken at school.

In some details the methods of teaching foreign children to read should be quite different from that of teaching children who come from English speaking homes. Foreign children must learn to speak English before reading it and that must be thru objective material and dramatization so that the spoken word may be at once associated with an object or an act. The children's experiences and vocabulary should be built up together. Later the names of the objects (books, ball, flower) and the names of the acts performed (run, jump, sing) may be associated with the

written word. The first sentences should be built up co-operatively between teacher and children about the things in which they are interested; such as,

John's dog came to school.
His name is Tony.
He barks at automobiles.
Tony likes to go to school.
The children like Tony.
Tony likes to play at school.

Foreign children in the middle and upper grades may be taught American customs thru their reading. History stories, newspapers, and magazines should be used as reading material to a great extent. The kind of material we give them and the ideals set up in school will determine the kind of citizens these foreign children will make. It is not safe to leave it to chance and out-of-school influences.

All schools, but particularly schools with children of foreign parentage, should have such books in the library as:

Antin, *The Promised Land*, Houghton
Bok, *A Dutch Boy Fifty Years After*, Scribner
Andrews, *The Perfect Tribute*, Scribner
Drinkwater, *Abraham Lincoln*, Houghton
Tarbell, *He Knew Lincoln*, Macm.
Gerry, *The Toy Shop*, Harper
Andrews, *The Counsel Assigned*, Scribner
Andrews, *The Courage of the Commonplace*, Scribner
Andrews, *His Soul Goes Marching On*, Scribner

References for Adult Foreigners:

Federal Citizenship Textbook and Teachers' Manual to Accompany Citizenship Textbook, U. S. Department of Labor, Bureau of Naturalization, Wash., D. C.

LIBRARY READING

A love for good literature can be inculcated by contact with good literature that is within the ability of children. The library should be supplied with children's stories of the better type and a generous proportion of these should be selected for the first three grades. It is there that a taste for good reading should be developed. There should be frequent oral reading periods when children have the opportunity to read aloud to each other selections from their favorite library books.

The catalog of library books for school districts should be consulted in ordering books. The school library is no place for

books by such authors as Harold Bell Wright, Robert Chambers, Rex Beach, George Barr McCutcheon, Alger, E. P. Roe, Mary J. Holmes, and Marie Correlli.

Library funds should also be used for subscriptions for a few standard magazines; such as,

St. Nicholas, Century Co., N. Y.

National Geographic Magazine, Natl. Geographic Society, Washington, D. C.

Literary Digest, Grade 8, Funk & Wagnalls Co., N. Y.

Looseleaf Current Topics, Grades 7 and 8, Institute for Public Service, New York, N. Y.

People and Places in Current Topics, Grades 4, 5 and 6, Institute for Public Service, New York, N. Y.

Youth's Companion, Perry Mason Co., Boston, Mass.

The American Boy, Sprague Publishing Co., Detroit, Mich.

Popular Mechanics, Popular Mechanics Co., Chicago, Ill.

Current Events, Current Events Pub. Co., Columbus, Ohio

Junior Home, D. C. Kreidler Co., Chicago, Ill.

FIRST YEAR**AIMS**

1. *To create in children a desire to read and a love for children's classics.*
2. *To teach children to read naturally in conversational tones with comprehension simple material from several primers and first readers.*

FIRST HALF YEAR**MATERIALS NEEDED**

Every school should be supplied with certain necessary materials which the county superintendent should see are kept on hand. Certain kinds of seat work to correlate with daily reading lessons cannot be purchased but should be made by the teacher or by older pupils. The following may be considered a minimum list:

- Four basal primers and four basal first readers
- Several supplementary primers and first readers
- Single copies each of several supplementary primers and first readers for free reading
- Hand printing press (\$1.40-\$4.00)
- Phonic cards (Perception or flash cards)
- Word cards (Perception or flash cards)
- Phonetic word building cards (For seat work)
- Sentence building cards (For seat work)
- Manila tag board

Phonic cards and phonetic word building cards should not be used until after children have a fair reading vocabulary. (See later pages on teaching of phonics.)

Letters for word building cards are of little if any value for beginners. Word, phrase, and sentence building cards mentioned above are of far more assistance at first in establishing correct reading habits.

PRE-PRIMER PERIOD**Time**

This preparatory work covers a period of from six to eight weeks.

Purpose

1. To get children acquainted with their new environment thru informal conversation relating to their previous interests.
2. To develop in children co-ordination and muscular control.
3. To interest children in learning to read.
4. To have children become familiar with a few simple reading mechanics.

Activities

Seat work

During the early weeks of the child's school life, he has little or no reading vocabulary upon which to base his seat work. Early activities having for their purpose the gaining of specific manual skills such as cutting, modelling, drawing, coloring, and pasting form the basis for some very worth while exercises.

Types of seat work that will fulfill the above requirements:

1. Cutting out pictures from seed, fashion, furniture, and other catalogs (training in use of scissors and cutting to a line) co-ordination and muscle control.
2. Pasting into a book or on cards pictures cut out to be labeled later after children have sufficient vocabulary (training in neat pasting).
3. Making the home farm on the sand table, using twigs for trees, cut out pictures of buildings and people (training in arrangement).
4. Molding animals from clay for farm sand table (training in proportion; hand skill).
5. Drawing pictures of things discussed to be used for posters or picture books (training in co-ordination and muscle control; representation of familiar objects).
6. Dressing paper dolls (training in originality, hand skill, pasting, etc.).
7. Tracing child's own name written in large letters by the teacher on the blackboard (training in muscle control, form of letters and in recognition of own name).
8. Playing games—dissected pictures: finding irregular cut-outs that fit into large cards, the large card having on it a picture of an object and the cut-out having written or printed on it the name of the object (later, training in recognition of words from picture of object which represents it; both devices training in concentration and in speed and in seeing who can win the game).

Telling children stories and rhymes

Those chosen are the ones to be read later. Books containing these stories may be put on a table where children can look at pictures that illustrate stories told. This is to create a desire for reading. Under no circumstances should these stories be read to children nor should children be allowed to take the books home.

Beginning lessons in reading

Form

All pre-primer work should be blackboard work supplemented by homemade charts and flash cards. This secures a single objective center for the attention of the pupils.

Blackboard work should be written, not printed. It has been found that printing is no easier for children to learn than script. The transition from script to print is a simple process if flash cards of both script and print have been used frequently along with the script blackboard lessons. Blackboard printing is unnecessary if children see the same words and phrases in print on flash cards and charts (printed with sign marker and printing press) that they have previously had in script on the blackboard.

Types

1. Blackboard lessons on made up stories

As these are from their experiences, the children should help to create the lessons. The first day of school the teacher thru informal discussion should learn the common experiences and interests of the beginners: home duties, what mother is doing in the home, a picnic or a fair which all attended. For a day or two, or if the children are shy, for several days, the aim should be to get children to talk freely *on the topic at hand*. The teacher may then say, "Wouldn't it be fun to have this story written on the board? I will write it, but you must tell me what to write. What did you do first? Teacher repeats slowly, "We-made-a-doll-house," as she writes what was indicated. Occasionally to make the sentence short (from three to five words to a line) or to prevent introducing too many new words, she may suggest a change. The teacher then asks if she shall "save" their story so that they may learn to read it later.

These stories should be continuous, that is, each sentence is an outgrowth of the last, thus securing a sequence of thought. The following stories were made up from the children's every day experiences and served as reading lessons.

- a. *Good*: (1) Jack is a black dog.
 He is a little dog.
 He came to school.
 We played with Jack.
 We like him.
- (2) Alice had a birthday yesterday.
 She was six years old.
 Her mother brought a cake.
 We had a party.
 We played games.
 It was a nice party.
- (3) It is raining today.
 We have our rubbers.
 We have our umbrellas, too.
 We shall not get wet.
- b. *Poor*: Mamma is at home.
 I see a cat.
 The dog can run.
 Baby likes mamma.

Before the lesson is finished, the pupils read their story thru as a unit, the teacher assisting them in their reading. The teacher repeats slowly the first line and says, "Can you guess what part of your story says just that, 'Jack is a black dog.'? Run your pointer along the line, Tom." (The entire line—not just the first word. Under no circumstances should the teacher point to separate words or allow the children to do so. This applies to the blackboard lesson as well as to the book lessons later). Other lines are taken up in the same manner. Then the lesson is saved for the following day.

The second lesson may be on the same blackboard lesson, but it will add to the interest to have the story written on a chart. It may be neatly written with a carpenter's pencil or an inked eraser on smooth wrapping paper. It may be illustrated with a silhouette, a drawing, or a cut out picture of a black dog. The teacher's questions or directions may be somewhat as follows:

Let us read our story together.

Who sees the line that says, "Jack is a black dog?"

Who sees the line that says, "He is a little dog?" (The other lines taken in order.)

What does the first line say, John? (John runs pointer along the line as he repeats what it says.)

Find that same line in another place, Ethel, and tell what it says. Can you tell what the second line says? Each line taken up in this manner. (By this time children should have the story memorized.)

Can anyone count down and find the line that says, "We played with Jack?" (Use both the chart and the original story on the blackboard.)

Now present the lines written on separate slips of paper. Directions may be given as follows:

Let us see if we can match these lines.

Who can find the line that looks just like the first one on the chart which says, "Jack is a black dog?" (The lines are then matched and arranged in order on a low table or on the floor.)

Before any attempt is made to find phrases or words, the lines must be recognized instantly on blackboard, chart, or in cut up line. If children's interest still holds, find by position a few basic words, (Jack, school, dog) and a few phrases that will be common in the child's vocabulary or that can be used again (to school, he is, like him). If there are signs of boredom, there should be a change of lessons. A few days later, the teacher may review the first story, and then basal words and phrases in the story may be taught. The cut up lines may now be used as flash cards to teach rapid comparison and recognition.

In schools where there are children of foreign parentage these creative stories as well as the action lessons in silent reading will be found much easier than nursery rhymes.

Miss Marialdo, formerly primary supervisor at Browning, Montana, typewrites the stories created by the children. About a dozen of these

typewritten stories are put together as the children's reading books and used for reading lessons. The following is a copy of one page from one of these books:

We went to visit Miss Andrew's room.
The children sang Jack and Jill.
They sang Hoppity Hop.
We enjoyed it very much.
We asked the children to visit us.

2. Blackboard lessons on nursery rhymes

Little Boy Blue is the material used, chosen because it is familiar to most children, because it contains words, which should be recognized early (Little, boy, come, sheep, etc.), and because it lends itself to dramatization. The teacher asks the children if they know the *Little Boy Blue* rhyme and they repeat it softly with the teacher, the teacher giving much thought to the expression which the children imitate without their attention's being called to it. As soon as the teacher is sure that all children in the class are repeating the rhyme correctly, she asks if they would like to make a little game and play it. She asks who would like to be Little Boy Blue, who to be the first one to look for him, who to be the second. The children decide what part of the room will be the meadow and what will represent the haystack. Then Little Boy Blue lies down and closes his eyes. The two searchers enter the "meadow" looking in every direction, saying,

First: Little Boy Blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn,

Second: Where's the boy that looks after the sheep?

First: (pointing to him) He's under the haystack fast asleep.

This is sufficient for the first lesson. Correlated seat work is given in which children draw a picture of the meadow with Little Boy Blue asleep under the haystack. This, of course, will be crude. It isn't the finished product, however, but a means of expressing the children's ideas of the rhyme that is desired at this time.

The second lesson is the beginning of blackboard "reading" if it may be called that. The children bring to class their drawings which are approved. The rhyme is again slowly repeated. "Would you like to have me write the rhyme on the blackboard?" is asked by the teacher. "What shall I write first?" The children dictate line by line. The lines are learned (1) in order and (2) out of order, in much the same manner as the continuous story given above.

For seat work, children are given the rhyme written on tag board and cut into four lines, which they are to put together in order on their desks. This is too simple to take all of their seat work time set aside for reading, so the figures for a poster are started by having children cut or tear figures to represent a sheep, cow, boy, haystack, the best of which are used later for a poster on which the teacher represents trees and sky line.

The third lesson on *Little Boy Blue* is a phrase and word analysis, the most common words being chosen for recognition (Little, boy, come,

in the corn, the sheep). The lesson begins much like the last. After a few moments spent in the study of the lines as was done in the previous lesson, children are asked to tell where *Little* is, as the teacher slowly repeats the first line emphasizing *Little*. She then writes it in several places on the blackboard. *Boy, come, and the sheep* are recognized in the same way. Phrase and word cards containing the script words taught are put in the chalk tray and children are asked to match words; to find *come* in as many places as possible; to point to the word when the teacher says it; to say the word when the teacher points to it. For seat work, children are given the lines of the rhyme again with the new phrases and words separated from the lines. Children are not only to put the lines together in order but to insert the new words where they belong. After this is finished the teacher writes in large letters on the blackboard the word *come* (the most difficult of the four, as the letters are the same height and as it is not a name word). Children trace the word many times after being directed where to begin tracing.

Probably a few more words and phrases may be taught before children's interest in the rhymes begins to lag. *Blue, in the meadow, after the sheep*, are the best to select. Note the importance of teaching a *whole* phrase. If this is not done, the children will separate the words as they read and give equal stress to prepositions, articles, and nouns: as, *in-the-meadow*. This is the beginning of the pernicious singsong reading habit which must be avoided by stressing *whole phrases*. The articles *the* and *a* should always be pronounced in connection with the words they modify.

Dramatize if possible. Let much of the drill work (finding the lines, phrases, and words) be in the form of a game. For example, the child who is "it" blinds his eyes. Other children whisper and agree on the line which the blindfolded child must guess. The eyes of the blindfolded child are uncovered and as he guesses and points to a line, he says, "Is it———?" The children answer softly, "No it isn't———" or "Yes it is———" whichever the case may be. The use of "isn't" instead of "it is not" is preferable as a means of correcting the frequent use of "aint" on the play ground.

Achievements of pre-primer period

The children by this time should (a) have mastered from twenty-five to forty words and phrases during the first month, (b) read phrases and lines in a smooth natural, conversational tone, not pausing between words, (c) anticipate their reading lessons as a delightful experience, (d) be able "to play the game" in several word drill devices, (e) dramatize their stories with ease, and (f) have developed the habit of doing simple reading seat work, such as arranging the lines of a story in order and possibly arranging phrases of material previously read into sentences, with the same diligence and concentration as they work during the recitation period. This is not too much to expect of normal chil-

dren if they have been properly taught. Tho' that getting must be uppermost in the *child's* mind thruout all of this reading, a working vocabulary thoroly mastered must be as important an aim in the mind of the teacher.

PRIMER PERIOD

Sources of material

Transition lessons

Not fewer than four basal primers should be in every school. The teacher should decide on which one to use first. During the first week of the primer period the blackboard work should be the same material that is found in the first few pages of the primer. On flash cards and large slips printed words and phrases are used. Transition to print has been so gradual that children should read one as readily as the other.

Familiarize children with the new books. Children examine pictures, learn how to hold books, how to keep the place by a stiff paper line-marker, how to find the number of the page, etc.

From the picture children "guess" at the story to be read. (This was taught as a blackboard lesson a few days before.) Discuss freely the picture. "Put the marker under the title and read to yourself what it says. James, now tell us." If, for example, the first basal primer used is Searson and Martin, *Studies in Reading*, the teacher may anticipate that *dear* and *I'm* are going to be the stumbling words, so she introduces them on the board. She says, "This teacher liked the children very much. What do you think she called them?" as she writes *dear children* on the board. After children decide what the words are, the teacher adds, "Can you find *dear children* in your book? Find just the word *dear*." Again she says, "The teacher must have been in a hurry for she didn't say '*I am* (emphasis) glad to see you,' but *I'm*," as the word is written on the board.

If children hesitate and are familiar with *I*, the teacher points to the first letter of *I'm* as a hint. After the word is given the teacher has the children find *I'm glad*, then *I'm* in their books.

Markers are slipped down to the first line and children study it before one child is asked to read it aloud. Children, of course, are not allowed to point to separate words or to read one word at a time. Questions, such as "What happened next?" are asked to center the mind of the children on the story rather than on the mechanics.

Practically every lesson should be introduced by an informal discussion of the story and the picture and by just as informal preparation for reading, by writing the new or difficult phrases and words on the board, as questions on the that are asked. For example, the teacher says, "The second line tells what the little bird was doing" as she writes, "Singing in a tree." "What was it?" Only after such preparation are children ready to read. For the first primer lessons, children cannot be expected to read more than one line at a time. A little later they should learn to read the whole that whether it is one line or several lines. (See lesson plan following this paragraph.)

Keep up the review of words read during the first month by having an occasional blackboard review lesson.

Type lessons from primer

Time: About the fourth month.

Subject-matter. *The Little Pig* from Searson and Martin, *Studies in Reading Primer*, p. 43.

Teacher's Aims:

1. *To train children to be independent.*
2. *To help children to enjoy the selection.*

Pupil's Aims:

1. *To enjoy the story.*
2. *To find out what the little pig found.*

The Teacher's Part

"What is this story about, Lena?"

"Look at the picture. Do you see the little pig talking to his mother? When we have stories with talking or conversation in them we know which one is talking by the funny little letters for the name of the one who is talking. We call those italics. Point to the funny little letters. How do you tell which one talks first? Point to the place where the little pig has stopped talking and the mother begins to answer."

"We never read aloud those words that tell who is reading. Where then shall we begin to read aloud?"

The Child's Part

Child studies the title, then reads it aloud as a unit. (Children should never be allowed to read aloud until they have first studied the part to be read.)

Children point to *Little Pig* and say the words.

Again they point to *Mother*.

Children point to and say, "Wee, wee, Mother!"

"The little pig asks the mother to see" (as she writes the phrase) "*what I have found.*" (None of the words are new, but *what* and *found* may puzzle some child. The whole phrase rather than separate words are put on the board to (1) help children get the *thot* as a whole; (2) aid children to read smoothly by seeing the whole unit, and (3) encourage rapid reading by giving them the whole unit at once.)

"Point to *what I have found* in the book."

"What is that first word, Fred?" (a possible slow child).

"That next line tells what he found." (As teacher writes *my four little feet* on the board.)

As she points to *four* she says, "This tells how many feet he had." (The word *feet* is also new, but she has given a hint to that in the last statement.)

"Find *my four little feet* in your book.

"The next line is the question the little pig asks his mother. What is the first word, Fred?" (The child who hesitated over *what* in the second line.) "What does she say?" questions the teacher as she writes, *What can I do?* (After the last phrase on the board the teacher adds *with them.*) "Now what was the whole question the little pig asked of his mother?"

"Now study silently all that the little pig says. I am glad most of you are not using your lips." (This last as an encouragement to eliminate lip reading.)

Children read silently the phrase and then read it as a unit. (A slow child may hesitate over *what*. If so, the teacher helps him—if he has not yet had the double consonant *wh* by underscoring *wh*. If he has not progressed so far in phonics, another child tells the slow reader the word.

Children run their fingers along the phrase and read it as a unit.

Fred points to *what* and says it

Children study the phrase *my four little feet* and one reads it aloud as a unit (not as single words).

Children draw their fingers along the phrase as they read. (They do not point to single words.)

Fred recognizes the word *what* as the one he just puzzled over. He names the word and points to it and then studies the whole phrase, *What can I do* and reads it aloud.

Child reads smoothly (after studying) *What can I do with them?*

Children study and one reads smoothly the whole unit (four lines) as a whole.

"That was splendid. Who begins to talk now, Harry? I don't believe there are any hard words in what the mother says. Study all the mother says."

Harry answers, "Mother."

Fred points to *walk* as the word he doesn't know.

Teacher puts *you can walk* on the board and points to *walk*. Children haven't had the *alk* family, so phonics can not be utilized. Teacher uses child's experience and says, "What did the little pig learn to do with his feet first?" "What did you learn to do first with your feet?" "What does all of this say?" "Now study all the mother says. Read it all aloud, Lena."

Fred says, "Oh, it's *walk*."

Child responds, "You can walk."

Lena reads two lines as a unit.

Treat the next unit in the same way.

"Wouldn't you like to read the entire page and take parts? Who would like to be the mother? Fred, would you like to be the little pig?" (Fred is chosen as he needs another opportunity to read the part he hesitated over the first time the selection is read). "What are you going to do with those funny little italics?" (pointing to the italics).

Children say that they are not going to read the italics aloud but just look at them to know when to begin and to stop reading.

Teacher quietly supplies *what* when the child hesitated, so as not to interrupt the thought, but when the child finished she said, "You are going to have this word (writing *what* on the board) several times in the rest of the lesson. What is it? Find it twice on the next page."

Children read the dialogue as a unit. The first child hesitated on the first *what* but the second *what* came out smoothly.

Primers

Amount to be read

During the second month (about 30 lessons after starting the primer) the children should be able to read about ten pages from each of two primers. It is better not to finish the first primer before beginning a second primer, as the work of any given primer grows difficult too rapidly. Instead teach about

ten or fifteen pages from each of four or more primers, then go back to the first one and teach several more lessons, and so on till all primer material is exhausted. Don't neglect the daily blackboard work. Not less than four primers should be read during the first half of a nine-months' term.

Incidental reading

The skillful teacher is able to teach reading in many other ways than by the systematic instruction that goes on during the recitation period. Signs and labels may be printed with the sign marker or printing press at first by the older children, and later by the first grade pupils. These are children's own names on cards and may be used to show where children sit or the place they are to take in a game. In like manner labels may be made for objects in the room (desk, chair, door, bookcase, cupboard, etc.) and after being properly placed by older children, the little children may play the game of putting the labels in their proper places. The second, third, and fourth graders should have a store in connection with their arithmetic work. (See arithmetic course of study.) First grade children may be allowed to "guess" labels (thread, ink, paste, pepper, cocoa, etc.) and later play this as a game.

Before school, duties may be planned to contribute toward increasing the child's vocabulary by putting directions on the board after the children have a small vocabulary,—second or third month. One morning this may be found on the blackboard, "Stella may pass the scissors," or "Fred may pass the paper." See Watkins, *Teaching Silent Reading to Beginners* for this type.

Bulletin board

A bulletin board should be in every school room. With the first grade it may be used to contribute toward their reading vocabulary. Class time should not be taken for this reading. Material should be chosen that will arouse children's curiosity. With only a suggestion to older children they will give the beginners the needed help without telling them too much. Children will easily get in the habit of looking for these "stories" every morning when they come into the school room. Collect covers of the *Saturday Evening Post*, *Normal Instructor*, and other magazines which frequently have pictures of children's activities. These may be mounted and proper legends put under each so that they will make a continued story. One day the teacher

may put on the bulletin board a picture of a boy labeled, *This is Jack*. The next day she displays a picture of a girl labeled, *This is Mary*. The third day a picture of a boy and girl with books will have this legend under it, *Jack and Mary go to school*. By means of a good collection of such pictures Jack's and Mary's activities may for some time be an interesting and profitable source of reading material. Occasionally children may look at the labeled pictures displayed earlier to recall what the label says. When new legends contain a puzzling word it may be "guessed" by displaying a former picture that contained the same word in the label or a new word may be "guessed" from its context or from some object in the picture. Thus: in *This is Jack's dog*, the word *dog* may be recognized because there is a dog in the picture; or *sick* may be "guessed" in such a legend as *Jack's dog is sick* from the appearance of the dog.

Drill

The study of the mechanics (phrase and word drills) should be at a separate period from the reading lesson. However, new words may also be taught in reading periods from their context or setting. This is much more valuable than the old apple tree, stair, and ladder devices which are too mechanical for use during a reading period.

New words and phrases

New phrases are taught (1) to train the eye to grasp larger units at a time and (2) to stimulate smooth reading. If the teacher is developing *Chicken Little* (*Easy Road to Reading Primer*, p. 104) she tells part or all of the story. Not many of the words will be new to the children but they will be in new combinations. As the teacher says, "This tells where the chicken was" she writes *under a tree* and children study the phrase with her spoken hint as an aid to "guessing" the words. Again she says, "The chicken has a special name," as she writes, *They called him Chicken Little*. Thus are children prepared to read in large units. The most difficult single words, as well as the phrases may be called to the attention of children in a similar way. Almost invariably after working out a phrase or word on the black-board children should be asked to find the same word or phrase in the book and name it as they find it. This is very important. Words to emphasize follow:

Words which are not basic (Miss Muffet, tuffet, curds, whey, etc.) should receive little attention in the reading lesson and none at all in the word drills. These words should be pronounced for children and if not common words (tuffet, whey, etc.) explained at the time. Words that are basic, especially phrases containing the common but often confused word, *this, that, those, here, while*, etc., should be given a great deal of attention.

Devices

The following well known devices may be used and others originated by the teacher:

1. *Matching*

Children match words and phrases on flash cards with written words and phrases on blackboard. For this device flash cards should be spread out along the chalk tray.

2. *Guessing*

Words or phrases on the blackboard. One child turns his back while the teacher, or better still another pupil, indicates to the class by pointing to a word or phrase they will choose from the list. At a signal the one who is "it" turns and says, "Is it———?" as he points to and pronounces different words and phrases on the black board. The answer is "No, it isn't———" or "Yes, it is———."

3. *Erasing*

Teacher erases a word or phrase from the blackboard and pupils tell what was erased.

4. *Pointing*

Child gives short sentences containing words to which another child points.

5. *Contesting*

Children's names or initials written at the top of the board. Children called on in order to name words and phrases to which the teacher points. Score is kept to see which child can name the greatest number of words and phrases. This is a good device only when children are quite evenly matched in ability.

Divide the blackboard into spaces. In each space which is to represent a mile place a word. Two children run a race by starting at opposite ends and "running" as many "miles" as possible by pronouncing words.

6. *Flash cards*

To be effective flash cards should be used persistently. Flash cards increase the speed, decrease lip movement, arouse the interest in reading, make for accuracy, and aid teachers in detecting individual difficulties. Besides these five advantages flash cards may also be used to train children to get the thot. See this same topic for second half year.

Phrase cards should be used fully as much as words. If the children have had, for example, the phrase *around the field* and are familiar with nouns such as *school, children, barn*, etc., the teacher should flash cards with the new word *around* put into other combinations:

Around the school
Around the children
Around the barn

Short sentences, too should be used on flash cards. Such sentences should contain only words already in the pupils' reading vocabulary. Short questions requiring a single word for an answer may be flashed.

a. How to use flash cards

The Manual of Silent Reading Flash Cards by Horn and Shields, referred to in the second half year's work in the first grade reading gives full discussion on how to use flash cards in the class room.

b. Important factors in successful use of flash cards

In view of the frequent violations in these respects, it seems advisable to stress specific points that are basic in the effective use of flash cards:

(1) *Stationary Support for Cards.* It is essential that the cards be supported upon a fixed base while exposed to view. It is not only difficult to see the content of the card while it is in motion, but the strain involved in reading under these conditions is extremely injurious to the pupils' eyesight. With the cards resting upon a fixed base, a blank card should cover the unit to be exposed until the children's attention has been secured. The unit to be used is exposed by lifting the blank card and replacing it after the required interval of time. The unit just read is then removed and the next card ready for exposure by lifting the blank.

(2) *Easy view of cards.* Care must be exercised in choosing the position from which the cards are flashed. It should be easy for each child to see every card.

(3) *Short perception span.* If the exercises are to be effective in securing quick recognition and increase in eye span, a minimum amount of time must be allowed for the card exposure. The time allowed for the perception will of necessity be modified by the length of the unit exposed. A short sentence or a phrase will require a longer exposure than a single word.

(4) *Individual responses.* Concert responses are of little or no value and should not be permitted. The quick pupil always leads and the slower ones tend either to follow his response or they are confused and fail entirely to respond at all. Individual responses should be required.

Phonics

The time for beginning phonics is a disputed question, tho practically all modern educators agree that it should not be introduced until children have a fair sight vocabulary. Many of the

most progressive schools postpone phonics until the second year, tho that is not the common practice. Every principle of teaching urges postponing the introduction of such formal and minute analysis until there is a motive, until children see that they can get the thot more quickly by getting the symbols and that phonics will help them to get the symbols.

Almost invariably there comes a time from four to eight weeks after children enter school; i. e., after they have been reading from primers, when some child sees a likeness between words. Perhaps the teacher is introducing a new word—*sat*, for example. On the blackboard near the new word may be another word (*sing* or *said*) with the same initial letter. Some child is likely to say, "Those two words look almost alike."

The child is now in a state of "readiness" which, according to pychologists, is a necessary condition for successful learning. Children have already begun to compare, hence the teacher should immediately encourage such comparison, and a natural introduction to the work in phonics has been secured. She should proceed about as follows:

"Yes, those two words do look alike," as she writes the two words again, pausing slightly after the first letter. "Let us say *sat* together slowly," as she draws out the initial letter. "Let us say *said* slowly. What is the first sound we make when we say *said*; when we say *sat*?" "Can you think of other words we have had beginning with the *s* sound?" If the children cannot recall others, the teacher helps them by writing in a column the familiar words that begin with *s*. Children pronounce them slowly, emphasizing the new sound learned. This last should be individual, not concert work. Avoid concert work in all phonic lessons as well as in all other lessons, as there is a tendency for only the quickest children and those with the loudest voices to do the work. Bluffing and harsh voices are encouraged by concert responses.

The teacher now asks if they can think of any new words that begin with the *s* sound. She adds any new words given to the list already on the board. "Open your primers and see if you can find any more words that begin with a letter that *looks* like this one that says *s*" (as she sounds it). The words found are then written on the board, children having an opportunity to study out the new word with the newly learned *s* sound as an aid. All words on the board are then drilled upon by means of a game. (See games suggested under Word and Phrase Drills.)

The first work with phonograms may be introduced by playing the "rhyming game." The teacher writes a word on the board, such as *ran* and sounds it slowly. Children think of words that ryhme with *ran*. Teacher puts the words on the board as children give them. The teacher covers the initial consonant and the children name *an* each time it occurs. She then says, "This is the *an* family, so I will write *an* at the top of the

column." The teacher covers the phonogram in each word and the children name the initial consonants. Use flash cards for review. These should also be used in a seat work device.

What sounds to teach

Before the end of the semester (four and a half months) all of the consonant sounds should be familiar to children and *constantly applied* in finding new words. The following phonograms with the common words containing the phonograms should also be taught during the first semester:

ee (see, bee, etc.); ed (ended, pasted, etc.); ing (moving, living, etc.); and er (after, farmer, etc.).

The above grouping of consonants and vowels is probably no easier than the opposite type of grouping, *ru-n*, but the former grouping is the common grouping found in syllabication in all dictionaries and is one of the most important means of teaching spelling. If the latter method is used, it will be necessary later when spelling of long words is taught, to break down a habit which has been established. This is contrary to laws of learning and is a wasteful method of teaching.

Accuracy and enunciation

The teacher must watch carefully her own sounds. *H*, for example, should be scarcely more than exhaling the breath. Avoid *huh* for *h*, *puh* for *p*, etc. The teacher should see that all sounds are clear cut and given slowly, particularly final consonants and short vowel sounds. She should be keen in detecting any mistakes children make and should require that children give sounds distinctly. For example, *et* should be so distinctly made up of the short *e* and *t* sounds that it cannot be mistaken for *at* or *it*. Teach children the position of the lips, tongue, and teeth in making the various sounds. Have them observe the difference in the position of the teacher's lips as she says *at*, *am*, and *an*. Faulty pronunciation due to baby habits, foreign parentage, or slight impediments in speech may be corrected thru such careful drill and imitation of the teacher.

Application of phonics

There are two ways thru which a child may recognize a new word: (1) thru the relation of a word to other words in a sentence or by determining what word makes sense, and (2) thru its phonic elements. By the third month the teacher may in a reading

period *cautiously* help a child to determine a new word by calling attention to the initial letter or other phonic elements if she can do so without interrupting the thot.

Children should be encouraged to work out new words wherever they may be found: in signs, advertisements, newspaper headings, catalogs, etc. (See seat work outline). Children may cut out new words they can work out phonetically and paste on cards prepared by the teacher. Occasionally take a recitation period to start pupils on this. Stimulate children to see how large a vocabulary they can have.

Seat work

Seat work is given *not for busy work* but (1) *to reinforce and supplement the class recitation* and (2) *to give children an incentive to discover new words* thru application of phonics, help from other children, or association with pictures and objects. Seat work will result in old type busy work if the importance is not stressed and the results inspected by the teacher or an older pupil. Children must be made to feel their responsibility for the completion of a seat work project within a given time.

Besides the seat work listed under the outline for pre-primer work the following devices are suggested:

1. Groups of children sit on the floor in the back of the room. An older child acts as leader at first. Children are given cards on which are written or printed words, phrases, and sentences. The leader has pictures cut from magazines, old primers, and catalogs pasted on tag board cards. As he lays down a picture, the child finds from his word and sentence cards a suitable label, such as *boy*, *Little Boy Blue*, or *the little boy is asleep*.
2. In the back of the room on a table place many common objects: book, pencil, pen, box, cap, flag, etc. Children are given corresponding word cards. Children label objects. At first they will need help. Children may work in groups or singly.
3. Small word cards corresponding to pictures which children will find in catalogs given out to them. The "game" is to find the pictured object, cut it out, and place it near the word which it represents.
4. Envelopes containing small color cards and corresponding word cards are passed out to the children. A "key" may or may not be on the envelope. Children arrange the words and corresponding color cards side by side.
5. This device is similar to the one above only dots, lines, and figures represent one, two, three, etc. Children arrange side by side the word two, the figure 2, and the dots which stand for two.

6. A rectangular piece of wrapping paper or tag board is divided into small rectangles by drawing lines vertically and horizontally. In these rectangles are written phrases and words which children have had in reading. Children cut on the lines and from the phrases and words make sentences like those on the blackboard or in the book, or original sentences.

7. If children in other grades are playing store and are using spice, cereal, thread boxes, and other containers of store supplies, the first year children may study labels and match word cards to the labels, as, pepper, corn flakes, thread, etc.

8. Children cut up large advertisements in magazines, catalogs, and auction sale circulars for pictures and all familiar words which they can work out phonetically or "guess" at from proximity of the word and picture. Paste the word on one side of the card and the picture on the opposite side.

9. ABC Books. Children trace around a cardboard pattern of a ship and arrange across the top of their paper, lettering each ship. They play the game, "The ship's in the harbor! What is she carrying?" Under ship marked "A" are written all name words beginning with "A" which the children have had in reading or which they can find in a catalog and are able to discover. The same is done with the ships marked with other letters of the alphabet.

10. The teacher writes the first word of every sentence of the lesson on a separate slip. Children arrange them in column form for study in the same order as in the book. These are often difficult words; as, there, once, when, these, etc.

11. The teacher copies all phrases in a given lesson which contain the words "in the" or "to the." Children go over these phrases and see how many they know.

12. The teacher copies a paragraph from a lesson cut up (at beginning of the year) into lines and later (third month) into phrases and words. Children arrange in proper order, paste onto lower half of construction or other heavy paper, and illustrate with crayons on upper half of paper. This is the child's "poster," or several of such pages may be put together with a simple cover as his reading book. This may be used for review lesson on Friday afternoons.

13. Begin giving on the blackboard simple directions for the children to follow; such as, "Cut out Little Black Sambo." Gradually increase these in difficulty; as, "Cut out the Gingerbread Boy. Color him brown. Put some black buttons on his coat."

STANDARDS TO BE ATTAINED FOR FIRST HALF YEAR

At the end of the first half year children should be able to

1. Read smoothly and with understanding simple sentences *as wholes*, but not word by word, from the blackboard, from home-made charts, and from three of the four basal primers.

2. Follow simple word and phrase directions in silent reading; such as,

Run, Alice.

Fred may jump.

Close the door.

Point to Mary.

Tom and Ernest may change seats.

3. Concentrate when doing their assigned seat work and do the kinds previously mentioned.
4. Recognize and sound all consonants, and the words based on the following phonograms: *ee*, *ed*, *ing*, and *er*.

Note: In terms only six months in length only a little more than this first half year outline should be attempted. It will require for such short terms nearly two years before children can be promoted to the second grade.

References for the Teacher:

Parker, *Types of Elementary School Teaching and Learning*, Chi. U.

*Watkins, *How to Teach Silent Reading to Beginners*, Lipp.

Stone, *Silent and Oral Reading*, Houghton

Anderson & Davidson, *Reading Objectives*, Laurel

Twenty-Four Yearbook, Part I, Pub. Sch.

Smith, *One Hundred Ways of Teaching Silent Reading*, World

*Specially recommended.

SECOND HALF YEAR

MATERIAL

The children should have read during the first half year (four and a half months) three primers. During the second half year it would be well to have two or three more primers read before beginning a first reader. Supplementary primers and library books of first grade difficulty may be read for pleasure as seat work and not checked up by the teacher. The minimum amount for the second half year should be

One primer,

Four basal readers,

Two or three library books or supplementary readers (for seat work, and not supervised),

At least a few of the silent readers on the state adopted list,

Many blackboard and other supplementary exercises in silent reading.

ORAL READING

Blackboard preparation

Too great emphasis cannot be put on blackboard preparation for every new lesson taught. After children become absorbed in the plot of the story as given in their books they should not be

permitted to stumble over new words and phrases. It is better to anticipate and clear up difficulties in advance but it is even better to train children to study and work out new words for themselves. This may be done by

1. Finding new words from their context (setting).
2. Finding new words from knowledge of phonics.
3. Finding new words by looking for familiar or small words in long ones. Examples: *something, along, into*, etc.

Even tho children are well trained to do this, all new words should be put on the board as a part of a phrase before children are allowed to read orally. See Word and Phrase Drills in the outline for the First Half Year for method of presenting new words.

Flash cards*

Drills should be largely by flash cards. These should be very frequent. Both phrases and single words should be drilled upon in this way. Words with which no meaning can be associated, prepositions conjunctions, demonstrative and indefinite adjectives, need special drill, both as single words and in phrases. For example:

went again	again
after dark	after
she also said	also
before dark	before
between the house and barn	between
but not now	but
	not
	now
down the hill	down

See suggestions under this same topic for first half year.

Conduct of an oral reading lesson

Oral reading lessons in the first reader should be conducted similarly to oral lessons in the primer. Thot units, especially should be emphasized. In the story of *Chicken Little* (*Natural Method First Reader*, p. 9) the first seven sentences tell of Chicken

*Scientifically prepared sets of 267 words and phrase cards called the *Horn-Shields Silent Reading Flash Cards* may be purchased from Ginn (\$9.00). This set has also been prepared in smaller form for rural schools and may be secured for \$3.00. The words on these cards are based on the Thorndike list of most common words in the English language. Most of the cards are so worded that children are trained not only in lengthening their eye span but in rapid thot getting and in the use of judgment if cards are used as directed.

Little's experiences alone while the eighth sentence begins a new thot and is therefore a different unit. Children should be taught without mechanical guides (numbers to paragraphs or spaces) to look for changes in thot when studying the lesson and to read a thot unit without being told when to stop. This is decided progression from the reading in the first primer work when children cannot be expected to read more than one sentence at a time.

SILENT READING

"Tho the first grade child is unable to read absolutely silently for some time, he should read with the silent reading spirit, i. e., to get the thought for himself." From the beginning the teacher should work toward silent reading. Each day's work should include some oral and some silent exercises. Frequently, a single lesson will contain both types. The silent reading side is the thot side, and this is the important one.

EXERCISES TO TRAIN SPECIFIC ABILITIES

To prevent lip movement and inner speech

There is a question in the minds of many authorities on silent reading and on primary reading as to whether children do not need to use their lips in studying at the very beginning of first grade reading. This, however, should gradually be discouraged by frequent reminders and praise for those who are trying to overcome the habit. The best method to prevent or remedy lip reading is to present new words largely thru phrases and to have very frequent phrase drills, especially by means of flash cards. A lip reader is almost invariably poor in phrasing, that is, he pauses at the wrong place, in the middle of a natural group of words rather than at the end, (thus, *when she/ said*, instead of *when she said*). A child who phrases poorly loses the tnot. Therefore, rapid phrase drills

1. Prevent lip reading.
2. Increase the eye span,
3. Aid in thot getting.

To follow directions

See suggestions for material such as found on the first fifteen pages of the *Easy Road to Reading Primer*. Other directions suitable for last half of the first year are:

Directions written on cards or blackboard

Children read silently in recitation period and act out.

- Make a sound like a duck.
- Tom and Fred may change seats.
- Draw an apple.
- Open the window.
- Walk around the room.

Directions on blackboard for dramatization

For class work following the oral reading of *The Little Red Hen* (Different version in *Studies in Reading Primer*, *Riverside First Reader*, and *Natural Method First Reader*).

- Mary may be the Little Red Hen.
- Foster may be the duck.
- Bob may be the pig.
- Lucy may be the mouse.
- Think what you say first, Little Red Hen.

Scene 1.

- All go to the barnyard.
- Look for something to eat, Little Red Hen.
- What do the duck, mouse, and pig say?
- Answer, Little Red Hen—etc.

Directions for seat work

1. Take your scissors.
Take some drawing paper.
Cut a picture to show fun you have in winter time.
2. (From the *Twentieth Yearbook*)
Up in the tree a little bird sings.
Under the tree a little girl swings.
Draw this picture.
3. Lesson following the reading of the nursery rhyme,
Jack be Nimble.
Cut out Jack's picture.
Color his clothes blue.
Make his hair brown.
The candlestick is black.
Light the candle with orange crayon.
Paste Jack on the paper jumping over the candlestick.

To answer specific questions

Exercises for seat work.

The following questions are put on the board in preparation for the oral reading lesson from *Riverside First Reader*, p. 24.

1. What was the little shepherd boy's name?
2. What was his work?
3. Where were the cows?

4. Where were the sheep?
5. Where was Little Boy Blue when he went to sleep?
6. Where was the little bird when he sang?
7. What were the cows doing when Little Boy Blue was asleep? etc.

SEAT WORK

Reread the suggestions given for First Half Year and adapt them for Second Half Year work. Others suggested are:

1. Silent reading exercises such as those given above.
2. Reading for pleasure from supplementary readers and library books will furnish material.
3. Looking thru advertisements (in large magazines such as the *Saturday Evening Post* and *Ladies' Home Journal*) and catalogs (seed, furniture, and fashion) for new words which they can work out:
 - a. From the proximity of the picture and a word which they "guess"—picture of an orange and the word *orange*.
 - b. From short familiar words in long unfamiliar words—Campbell (camp bell), sweet-pea, satin (sat in), book-case, overalls, (over all), etc.
 - c. From application of phonics: jello, flour, wheat, rocking chair, etc.
4. Looking thru advertisements and catalogs to find pictures to illustrate phrases written or printed on cards distributed by the teacher. When the picture is found children may cut it out and paste above the phrase. The following phrases are suggestive:
 - a. Playing tag
 - b. The little boy
 - c. A new blue dress
 - d. A red apple
5. Same as above only sentences are given instead of phrases:
 - a. The man and woman are riding in their car.
 - b. The little black girls are running.
 - c. The rocking chair is brown.

The completed cards in the last three exercises may be used later for review or children may look to see how many correct words or pictures they can find as they would play any game to beat their own records. In the latter case, blackboard scores should be kept from day to day.

PHONICS

Reread the topic on Phonics in the outline for the First Half Year. The method of teaching will not vary for the Second Half Year. Every effort should be made to make the phonic work

function by teaching the sounds and phonograms that children will have opportunities to apply immediately. Review frequently sounds and phonograms learned the first half year.

What to teach

1. The consonant combinations—st, th, sh, and gr, with the common words in which these double consonants are found.
2. All short vowel sounds.
3. Rule for lengthening the vowel before the final e—(gate, stole, etc.).
4. Phonograms—ea (eat), an, en, ar (ear), ou (our, out, house, found, loud, etc.), ay (day), oo (good), oo (poor, too, etc.), ow (cow), ow (know, own, bowl, etc.), ill.

STANDARDS TO BE ATTAINED FOR SECOND HALF YEAR

At the end of a nine months' term (about 176 days) there will have been about 88 hours of the teacher's time given exclusively to teaching the first grade pupils how to read. This does not include phonics. The children will have spent at least 352 hours (recitation periods and seat work) in learning how to read. An average child *well taught* will be able to

1. Read smoothly and with understanding from
 - a. Blackboard.
 - b. Four basal primers.
 - c. Four basal first readers.
2. Follow short sentence directions in silent reading both for seat and class work.
3. Grasp quickly the words and meaning of phrases and short sentences exposed by means of flash cards.
4. Read silently without using the lips.
5. Do in a reasonably short time the assigned seat work such as given in this outline.
6. Recognize and sound
 - a. All consonants.
 - b. All short vowels.
 - c. The words based on the phonograms given in the outline for both the First Half Year and the Second Half Year.

LIBRARY READING FOR FIRST GRADE

The following books are recommended by Miss Eleanor Troxell, formerly Primary Supervisor, State Normal College, Dillon, Montana:

- Caldecott, *Picture Books*, Warne
Sing a Song of Six Pence
Hey Diddle Diddle

- Brooks, *Johnny Crow's Garden*, Warne
Potter, *The Tale of Peter Rabbit*, Gabriel (to be read by the teacher)
Walter Crane, *Picture Books*, Lane
 This Little Pig, His Picture Book
 Goody Two Shoes Picture Book
LeMair, *Old Nursery Rhymes*, McKay
 Mother's Little Rhyme Book
 Auntie's Little Rhyme Book
 Granny's Little Rhyme Book
 Nurse's Little Rhyme Book
LeFevre, *The Cock, the Mouse and the Little Red Hen*, Jacobs
 (To be read by the teacher.)

Other books recommended are:

- Headland, *Chinese Mother Goose Rhymes*, Revell
Howard, *Banbury Cross Stories*, Merrill
Robinson, *Behind the Glass Windows*, Little
Blaisdell, *Pretty Polly Flinders*, Little
Norris, *Story of Hiawatha*, Stokes

SECOND YEAR

GENERAL SUGGESTIONS

Children read for only one purpose: (the same as adults) because they are interested. If reading has been well taught during the first year with stress on the *thot* rather than form, good habits have been established. If children have been poorly taught and if they read in a lifeless monotone, displaying no joy in reading, the teacher must expect to give specific training in corrective work. Bad habits will be eradicated only by

1. Using textbooks and supplementary books containing child classics.
2. Separating formal word study from the reading proper.
3. Introducing as many lessons as possible by a combination of story telling, blackboard phrase preparation and dramatization before attempting oral reading.
4. Supplying a good deal of library and supplemental reading.
5. Increasing eye span by frequent flash card phrase drills.
6. Devoting frequent periods to silent reading.

Smoothness of reading is stimulated by questions by the teacher which are answered in the reading. Whole phrases or *thots* should be read by pupils in response to such questions.

Both blackboard and textbooks should be used. At least one lesson a week in silent reading should be given. (Reread the discussion of silent reading under General Suggestions of the reading course.)

MATERIALS

Reading textbooks, some of which are of the silent type.
Single copies each of several supplementary first and second readers for free reading.

Library books.

Flash cards (words, phrases, questions, statements).

Blackboard.

Seat work exercises.

EXERCISES TO TRAIN SPECIFIC ABILITIES

To train children to follow directions

1. *This was a second grade lesson. A full period of twenty minutes was given to it. Partly to save time and partly for variety, the teacher had some sentences, which she expected the children to read, written in bold script on cheap writing (manila) paper. It should be borne in mind that practically nothing was *said* during the recitation. The children were expected to read and perform. While every effort

*From Briggs & Coffman, *Reading in Public Schools*, Row, by permission of the publishers.

was made to reduce the noise and confusion of speech to the minimum, an observant visitor could easily tell that there was a maximum mental effort on the part of the children.

As soon as the class was seated, the teacher, displaying the first sheet on which was written, *Let us play a game this morning*, said "What do you say to that, second grade?" Some members of the class said, "Yes, Miss M;" others clapped. They then read from the second sheet, *You may get the box of bean bags, Harry. It is behind the screen.* Harry obeyed.

The teacher next wrote on the blackboard, *Do you see a white dot on the floor, second grade?* As soon as the class located the dot, she continued by writing, *Use that dot for the middle of the circle. Draw a little circle about it, Trevor.* When Trevor had completed his circle the class read, *Draw a big circle around the little one, Dorothy.* As Dorothy's circle was very irregular, the teacher wrote, *That does not seem round; erase it, Lucile. You may try, Lillian.* Her circle was poor and again the teacher wrote, *That does not suit me very well. Erase it. Make a circle, if you can, Chas. B.* His effort brought the merited commendation of *Better.*

The teacher was now ready to continue with further instructions regarding the game. She wrote, *If you toss a bag into the little circle, it counts ten. Number the circle, Harriett.* Erasing the words little, ten, and Harriett, and substituting big, five, and Josephine B., the teacher had this sentence, *If you toss a bag into the big circle, it counts five. Number the circle, Josephine B.*

Considerable interest was aroused by the teacher's next sentence, which read, *Let us play the boys against the girls. Shall we?*

The final instructions for the game were on the writing paper. The fourth sheet read, *You may give a red bean bag to each girl and a green one to each boy, Harry.* The fourth sheet said, *The boys may stand on the north side of the circle, the girls on the south side.*

The children were quickly separated into two groups, each group going to a place indicated by a straight mark on the floor, located about seven feet from the circle. They were now in position for play and only needed to have captains appointed. As they were arranging themselves, the teacher wrote on the board, *Virginia may choose the players for her side; Trevor for his side.*

As the captains alternately called the names of their players, they stepped to the lines and tossed the bags at the circles, displaying much real pleasure when the bag fell where it counted ten and much disappointment when one fell outside the circles, where it counted nothing. It soon became evident that there were more girls than boys and the teacher wrote, *The girls have three more on their side than the boys have, so Trevor may choose three boys to play twice.*

When all had thrown, they read this sentence, *Can you count the score, Donald?* "Yes, Miss M.," he said. Then she wrote, *Count the green bags first. Count out loud.* As he picked up the bags, he counted them by fives and tens, according to where they lay, and found that the final score stood sixty-five for the boys and sixty for the girls.

As the lesson proper was now completed, the following instructions came rapidly by way of the blackboard:

Seats.

Please pick up the bags, Edith.

Will you put the bags away, Frank?

Put my paper and handkerchief on the table, Harriett.

You may remain and erase the floor, Robert.

2. For further suggestions for exercises in following directions see silent reading for Second Half of First Year. Make directions such as given for first grade more complex, such as

Richard was very sleepy and it was long past his bed time. Play that you are Richard and yawn as he did.

3. For seat work (from *Twentieth Yearbook*, Part II).

"There was an old woman who lived in a shoe,

She had so many children she didn't know what to do."

Cut out a large shoe.

Put a little window in the shoe.

Color the shoe black.

Cut out six children.

Make two of the children peeking over the top of the shoe.

Make three children peeking out of the window.

Make one peeking over the toe.

4. Picture pasted on a card is put in the chalk tray. The questions are put on the board and answers written by children. Small pictures with questions written below may be placed on individual cards and used by different children on different days. Suggestive questions:

What name will you give the little girl?

Where does she live?

Is she going home or leaving home?

Who is her pet?

What is a good name for her pet?

Tell what they are going to do?

To answer specific questions

This is also a training in remembering. The following is based on the first part of the story, *The Wind's Work*, page 51, in *Easy Road to Reading Second Reader*. This type of lesson should not be prepared outside of class (unless the questions are used for seat work), but the silent reading should be done in class.

Children read silently the first two paragraphs. As soon as children finish reading the teacher asks, "Put your hand over what you have read and look at the picture. What did you read that does not agree with the picture of the kite?"

"Read the next three paragraphs rapidly and then close your books."
"How old was the kite?"

"Read until you find what it was that made the arms of the windmill turn."

"Read until you find what the windmill was for."

"Read the two paragraphs at the top of page 53. Why didn't the mill go to work?" "What kinds of grain were in the mill?" "What was it that ground the corn and wheat?"

To analyze the thot

Riddles (class or seat work)

1. I am covered with fur. I have a short tail. I like to eat carrots. Tell me my name.
2. You cannot see me, but you know when I am here. Sometimes I warn you. Sometimes I cool you. I often bring the rain. Have you heard me sing "Woo! Woo-o?" What else can I do?—From *Detroit Teachers College Bulletin* on Silent Reading.

To organize the thot

The *Detroit Teachers College Bulletin* on Silent Reading suggests the following exercise in classifying words:

Each child divides his paper into sections by perpendicular lines and writes headings supplied by teacher at the top of each column: Church, House, Circus.

The following list of words is placed upon the blackboard for the children to place in the proper columns: Elephant, curtain, clown, steeple, lion, tent, pew, zebra, camel, band, bells, organ, pulpit, horse.

To read rapidly

1. To prevent lip movement and "inner speech" and to increase the eye expansion.

Rapid phrase drills (flash cards).

Expressions frequently appearing in second readers:

once there were	there were once
when he came	the other one
next day	there was also
please give me	all at once
be began	just then
when it was time	one day
never mind	a few days later
once upon a time	here is
soon they came	by and by
then the others	when they had
no sooner had they	one morning

2. To train children to get the thot quickly.

An unfamiliar story is given to children. At a given signal children begin to read silently. At the end of a minute the signal is given for books to be closed with a finger marking the place, and a child is called on to reproduce what is read. Others may be permitted to supply what has been omitted.

This lesson in speed may be varied by

- a. Asking specific questions on what has been read,
- b. Giving children a given time to look for the answer to a specific question,
- c. Seeing who can find first the answer to specific question.

Children by the end of the second grade should read from 84 to 108 words per minute. To determine the rate of reading reread the topic Rate of Silent Reading under General Suggestions at the beginning of the reading course.

ORAL READING

Oral reading should receive the chief emphasis during the child's second year in school just as it did in the first. The teacher should be on the alert to take advantage of every opportunity that involves a natural oral reading situation. Silent reading exercises for this year demand considerable oral reading. The audience situation should be created frequently. Children enjoy taking the parts of the characters in stories involving conversation. One child may be the "starter" and read all the explanatory parts. Relay reading, in which each child reads an incident in a narrative, furnishes another enjoyable variation in oral reading.

SEAT WORK

Many of the seat work suggestions listed for the Second Half of the First Year may be adapted for this grade.

See General Suggestions for mimeographed material providing seat-work exercises based on specific pages of *Riverside Primer*, *Natural Method First Reader*, *F-U-N Book*, *Under the Story Tree*, and *In Animal Land*.

PHONICS

The method should be practically the same as for the last part of the first year. In schools where phonics was improperly taught during the first year, the first and second grades should be put together. Review and *constantly apply* the consonants, short vowels and phonograms, taught in the first year. In addition to the review work the following new phonetic elements should be taught:

1. Long vowel sounds
2. Double consonants: br, dr, wh, pl, fl, sp, ch, bl, sw, tr, cr, cl, sn, sm, tw
3. Phonograms: at, it, in, ai (wait, air, etc.), ail, and, all, ent, ide, un

Even more attention should be given in this year than in the first grade to having children find new words based on a

given phonogram. For example, from the phonogram *in* the following words with their repetitions can be found in the first seven pages of the *Natural Method Second Readers*:

drink, into, swing, winds.

STANDARDS TO BE ATTAINED

Before second grade pupils are promoted to the third grade they should be able

1. To read smoothly and with understanding the four basal second readers.
2. To read silently without using the lips.
3. To read silently not fewer than 84 words per minute and at the same time to answer correctly specific questions on what has been read.
4. To comprehend the thot of selections of second grade difficulty by
 - a. Following directions
 - b. Answering specific questions (both fact and thot questions)
 - c. Analyzing simple thot
 - d. Organizing simple thot
 (See exercises in silent reading in second grade outline.)
5. To do in a reasonably short time the assigned seat work such as given in this outline.
6. To recognize and sound
 - a. Long vowel sounds
 - b. Double consonants
 - c. Words based on the phonograms given in the second grade outline.

LIBRARY READING FOR SECOND GRADE

The following books are recommended for second grade by Miss Eleanor Troxell, formerly Primary Supervisor, State Normal College, Dillon, Montana:

Bannermann, *Little Black Sambo*, Stokes

Smith, *Arabello and Araminto*, Small

Burnett, *The Racketty Packetty House* (to be read by the teacher), Century

Perkins, *Dutch Twins* (to be read by the teacher), Houghton

Perkins, *Japanese Twins* (to be read by the teacher), Houghton

Perkins, *Eskimo Twins* (to be read by the teacher), Houghton

Wiley, *Lodrix, the Little Lake Dweller*, App.

Wiley, *Lolami, the Little Cliff Dweller*, Pub. Sch.

Wiley, *Mewanee*, Silver

Stevenson, *Child's Garden of Verses*, Scribner

Craik, *Bow Wow and Mew Mew*, Heath

Smith, *Eskimo Stories*, Rand

Hall, *Weavers and Other Workers*, Ed. Pub.

Fox, *Indian Primer*, Am. Bk.

Brooks, *Stories of the Red Children*, Ed. Pub.

THIRD AND FOURTH YEARS

SILENT READING

More attention should be given to silent reading than in the first two years. In the third year children use arithmetic and geography texts for the first time. In this year geography is treated largely as a reading subject. In the fourth year geography is studied as an information subject. History is introduced in the fourth year in connection with reading. These two years, then, mark the first introduction to wider reading than that provided by the reading texts. Thruout these two years there must be continued emphasis in acquiring skill in speed, accuracy, and comprehension of reading matter. There must in addition be specific and systematic lessons planned for getting the thot from the textbooks in the information subjects for these years. See suggestions for Silent Reading Exercises in General Suggestions in the course of study in geography.

MATERIALS

- Reading textbooks, including several silent readers
- Arithmetic textbooks (See Interpretation of Problems in General Suggestions in arithmetic course of study and textbook in arithmetic at beginning of third and fourth grade course in arithmetim.)
- Geography textbook (See Silent Reading Lessons in General Suggestions in the geography course of study).
- History textbook
- Library books
- Blackboard
- Children's Magazine
- Current Events paper
- Flash Cards

TESTS

For standard and informal tests see same topic in reading course for fifth and sixth years.

EXERCISES TO TRAIN SPECIFIC ABILITIES

To follow directions

1. Read the play thru rapidly to get the story. Children should be timed so no opportunity can be given to memorize.
In recitation children act the play without referring to their books.

The Candy Cat, page 85-87, *Studies in Reading, Third Reader*.

(The above exercise is also a training in remembering essential details.)

Children read silently a paragraph from their readers, or on the blackboard, that lends itself to acting. Children close

their books and one is called on to act what he read. Others supplement by further acting. The following are suggestive of material to use for these exercises:

Easy Road to Reading, Third Reader, page 9, First paragraph; page 143, next to the last paragraph. *Natural Method Fourth Reader*, page 21, last two paragraphs; page 282, second paragraph.

2. The following suggestion is given in the *Twentieth Yearbook*. (See State Reading Circle pamphlet.)

Sets of cards two inches by four inches, arranged in order of difficulty. The easiest cards are lettered A, the next most difficult B, and so on for four sets. On the cards are directions, such as

Set A.—Face the rising sun.

Set B.—Last year I bought some roses for \$2 a dozen. How many things does it take to make a dozen. (This answer should be written on the blackboard by the child just as soon as he reads the card and has his answer.)

Set C.—Mr. Wilson is digging potatoes today. He plows them out with a big team of mules and a plow. He puts them in a sack and carries them to the cellar. Act as if you were picking up potatoes.

3. The following seat work helps are also taken from the *Twentieth Yearbook*. The children should not be supervised.

Draw a bird house.

Make it blue.

Put it in the top of a little tree.

Make a bluebird flying over the bird house.

Make another bluebird standing on top of the bird house.

Put a little red worm in his mouth.

The bird house is in a garden, so draw a round flower bed near the bird house.

Draw some yellow tulips in the middle of the bed and some red tulips around the outside.

Draw some low bushes with red blossoms on them in the garden, too.

Now think of a name for your picture and print it with black crayon at the top of the paper.

Draw a little square in the lower left-hand corner of your paper. In the upper half of this square print the initial of your first name in green.

In the lower half of your square print the initial of your last name in brown.

To answer specific questions

The Crab and the Moon, page 99-204, *Riverside Third Reader*.

The following directions and questions may be given by the teacher. No previous preparation should be made by the pupils. Premium should be put on speed in finding the answers.

Read the first page to find to what the crab is compared in size.

What was the sea doing when people thought the tide was going out?
 In the second paragraph on page 200, what did the crab call the moon?
 Read the next page to find in what direction the crab turned to attack the moon.
 Read page 202 and name three things that the warriors carried.
 What use were the warriors to make of the crab shell, as given on the next page?

To analyze and organize the thought

See suggestions for second year.

To increase the meaning vocabulary

This is important for all subjects and for all years but particularly so for third and fourth years when children begin to use for the first time textbooks in arithmetic and geography. Suddenly they are introduced to a new and difficult vocabulary.

(See topics: (1) Increasing the Geography Vocabulary in General Suggestions in the geography course, and (2) New Terms under the general suggestions given in third and fourth year work in arithmetic). Teachers and textbook writers have entirely ignored the great handicap these words have been to children in the comprehension of their arithmetic and geography lessons. Even in the reading textbooks there are numerous words which handicap the child's comprehension of the thought. For example, on page 195 of *Natural Method Fourth Reader*, the following words are found which are not common to the fourth grade child's vocabulary:

intimate	veritable	rollicking
ventured	mitre	vanishes
originally	crosier	rites

To train the children to study out meanings of words in their context, the following exercises may be given based on the selection referred to above.

On the first page of your lesson underscore the words whose meaning you do not know. The following meanings fit some of the words. Can you tell the definition which belongs to each word?

true	dared
friendly	at first

To develop speed

See suggestions for second year. Third year pupils should read from 113-138 words per minute and fourth year pupils from 144-180 words per minute and at the same time comprehend what has been read. Authorities differ slightly in the number of words to be read per minute.

1. Increase the perception span by giving flash cards containing more difficult phrases than suggested in the first two grades. Use phrases from geography and arithmetic referred to under the topic above, to increase the Meaning Vocabulary.

2. Give pupils two minutes to read a given selection which is unfamiliar to the class. All start at the same moment and stop at a signal, marking the last word that was read. Each count and report the number of words read and the number per minute. Have prepared and on the blackboard concealed by a map or curtain, ten or twelve questions based on the reading. Children write the answer to the questions and after they have finished exchange papers. The teacher reads the answers and children score the papers.

Each child makes a graph to record his own rate from month to month. This encourages the child to attempt to beat his own record. His attention is thus focussed upon his own effort and not upon that of others.

PHONICS AND WORD STUDY

If phonics has been properly taught in the first two years, pupils of third, fourth, and fifth years will be able to apply their knowledge so that they can work out independently any word phonetically spelled. If third and fourth year pupils are unable to do this, then they will have to be taught phonics, using practically the same method and outline given for the first two grades.

Even tho phonics has been well taught in the first two years constant application must be made. Otherwise the knowledge gained and habits established are wasted. The beginning of work in syllabication which is a prominent part of spelling in these grades should be used in finding the pronunciation of new words. Words entirely unfamiliar to children should be given them to work out thru knowledge of (1) sounds and phonograms and (2) syllabication. The following are the kinds of words which should have such treatment:

independent	illuminated	wonderful
adventure	proceeded	merchant
pumpkin	suddenly	memory
concern	extended	gracefully

Look advance reading lessons thru for such words. Make this a game with children.

ORAL READING

Oral reading is a social exercise and therefore a social motive should be provided to stimulate the desire to read. One motive of adults in reading aloud is to give pleasure. A similar motive should be provided in school. If different members of the class have different books, the reader must put forth more effort to interpret the author's thot for the benefit of his audience, the class, and teacher. If all have prepared the same lesson, the audience, including the teacher, should close their books and listen

attentively to the reading. This plan encourages a socialized situation, as one-half the group furnishes the audience for the other half. Under no circumstances should pupils be allowed to watch for word errors of the reader. The attention must always be centered on the thought rather than on the mechanics.

ASSIGNMENTS

The assignment should (1) stimulate interest in the next lesson and (2) clear away difficulties that will stand in the way of intelligent preparation. The problem method of assigning reading lessons is an excellent one if given in such a way that the problem or question is answered by the study of the reading lesson.

The following assignment of *Brother Rabbit's Story* (*Riverside Third Reader*, p. 136) is suggestive of what may be done to clear away difficulties, present problems, and stimulate thoughtful reading:

The story we are to read tomorrow is told by whom? Notice in the third and fourth lines that Brother Rabbit and Brother Fox receive invitations to a *barbecue*. What sort of an affair is that? Be able to tell what was served at the barbecue. Tell why Brother Fox could not decide on which barbecue he would attend. Shall we dramatize the story tomorrow? Then be prepared to take the parts of Brother Fox, Brother Rabbit, Brother Wolf, and Brother Bear, reading their exact words and acting the explanation.

When there are several problems in one lesson it is sometimes best to put the assignments on the blackboard. This is quite essential if the reading preparation does not directly follow the recitation.

LIBRARY READING

Third Year

The following books, suitable for third grade, are recommended by Miss Eleanor Troxell, formerly Primary Supervisor, State Normal College, Dillon, Montana:

Brown, *The Lonesomest Doll*, Houghton

Spyri, *Moni, the Goat Boy*, Ginn

Hall, *Viking Tales*, Rand

Carroll, *Alice's Adventures in Wonderland*, Am. Bk.

Dutton, *The Tortoise and the Geese*, Houghton

Thorne-Thomsen, *East o' the Sun and West o' the Moon*, Row

Zitkala, *Old Indian Legends*, Ginn

Junt, *Letters from a Cat*, Little

Other books recommended for third grade are:

Verhoeff, *All About Johnnie Jones*, Bradley

Mulock, *Adventures of a Brownie*, Harper

Burgess, *The Burgess Animal Book for Children*, Little

Griffith, *Cho Cho and the Health Fairy*, Macm.
 Perkins, *Belgian Twins*, Houghton
 Holbrook, *Cave, Mound and Lake Dwellers*, Heath
 Richards, *Golden Windows*, Little
 Dalrymple, *The Make-Believe Boys*, Little
 Anderson, *Seven o'Clock Stories*, Putnam
 Potter, *Tale of Peter Rabbit*, Gabriel
 Potter, *Tale of Benjamin Bunny*, Warne
 Potter, *Tale of Jeremy Fisher*, Warne

Fourth year

The following are a few of the books chosen by a class of fourth grade pupils of a large city school as their favorites: (Reported by Mary L. Perham in the *Elementary School Journal* for December, 1921)

Carroll, *Alice's Adventures in Wonderland*, Am. Bk.
 Blaisdell & Ball, *American History for Little Folks*, Little
 Carpenter, *Around the World with Children*, Am. Bk.
 Holbrook, *Book of Nature Myths*, Houghton
 Farmer, *Boy and Girl Heroes*, Macm.
 Burgess, *Bird Book for Children*, Little
 Page, *Captured Santa Claus*, Scribner
 Dickinson, *Children's Book of Thanksgiving Stories*, Doubled.
 Howells, *Christmas Every Day*, Harper
 Judd, *Classic Myths*, Rand
 Wade, *Coming of the White Men*, Wilde
 Monley, *Donkey John of the Toy Valley*, McClurg
 Thorne-Thomsen, *East o' the Sun and West o' the Moon*, Row
 Stone & Fickett, *Everyday Life in the Colonies*, Heath
 Baldwin, *Fifty Famous People*, Am. Bk.
 Beston, *Firelight Fairy Book*, Atlantic
 Pyle, *Garden Behind the Moon*, Scribner
 McDonald & Dalrymple, *Betty in Canada*, Little
 McDonald & Dalrymple, *Gerda in Sweden* (and others from that series), Little
 Dunton, *Glimpses of the World*, Silver
 Scandlin, *Hans, the Eskimo*, Silver
 Perkins, *Irish Twins* (and others from that series), Houghton
 Kipling, *Just So Stories*, Doubled.
 Craik, *Little Lame Prince*, Heath
 Schwartz, *Little Star Gazers*, Stokes
 Otis, *Mary of Plymouth*, Am. Bk.
 White, *Little Girl of Long Ago*, Houghton
 Nixon-Roulet, *Our Australian Cousin* (and others from that series),
 Page
 Barrie, *Peter Pan*, Silver
 Richards, *Pig Brother*, Little
 Andrews, *Seven Little Sisters*, Ginn
 Lucia, *Stories of American Discoveries for Little America*, Am. Bk.

FIFTH AND SIXTH YEARS

SILENT READING

At least half of the class periods of this year should be devoted to silent reading. Lessons in which appreciation is possible should often be a combination of silent and oral reading. Some of the silent reading lessons should be based on material in geography, history, and arithmetic texts. This training is really teaching children how to study. From the fourth or fifth grade on thru the seventh or eighth grade, one lesson a week in each of these subjects can profitably be devoted to silent reading. Several silent readers should be used.

EXERCISES TO TRAIN SPECIFIC ABILITIES

To analyze the thot

The following suggest the type of questions that may be asked to train children to analyze the thot. They may be used in recitation period when the lesson has not been previously prepared or for seat work in training children how to study. These questions are based on *Capturing the Wild Horse*, pages 284-285, *Elson Grammar School Reader*. If the lesson is read for the first time in recitation period, certain paragraphs should be given for children to read silently, then books should be closed and questions like the following asked on the material just read:

1. What have you read to indicate that the trip to the valley was easy or difficult?
2. What time of year was this?
3. What is there in the story that shows that the meadow received little or much moisture?
4. What does the story tell you that maneuver means?
5. Make a sketch showing the position of the horsemen and wild horses at the beginning of the maneuver.
6. What is the "magic circle" referred to in line 33?

To organize the thot

1. The following is taken from Stone, *Silent and Oral Reading*, pages 184-185:

Begin the recitation by having all the pupils read the unit thru rather rapidly to get the general theme. Then ask the class to decide upon a suitable topic for each paragraph. The class then reads the first paragraph silently and works out the topic, and so on thru the unit. See if the topic does or does not continue over into the next

paragraph. The lower the grade the more important it is to select material that outlines easily. The following outline was worked out in a class in the lower fifth grade:

Uncle Sam as a Flag-Maker—Natural Method Fourth Reader

Paragraph	Topic
1.	A fleet of Uncle Sam's warships
2.	The dreadnaughts
3.	A display of flags on the warships
4.	Uncle Sam the big flag maker
5.	Seeing the flags made, etc.

2. Children may read a selection critically for the purpose of dramatizing it. This will involve exercise in comprehension, analysis, evaluation, and organization.

The following silent reading assignment for the purpose of writing a dramatization is made in the *Lincoln Sixth Reader* on the basis of Hawthorne's *The Pine-Tree Shillings*. The same selection is found in the *Elson Grammar School Reader, Book III*.

To the teacher:

This is an excellent story to dramatize. Read it thru carefully with this purpose in mind. Decide upon the scenes, the characters, and their parts. Appoint committees to write different parts of the play.

To the pupils:

Helps to study

1. Read as quickly as you can to get the main points of the story. These questions may help you:
 - a. Why is it given this title?
 - b. Where is the scene of the story laid?
 - c. What characters are mentioned? Describe each and give your opinion concerning each one.
 - d. Who will discuss what money is? The kind of money used in the colony? What were pine-tree shillings?
2. Plan your scenes. They might be as follows:
 - I. What was used for money in the new colony? A group of colonists discuss the money question.
 - First person—What money is
 - Second person—Scarcity of English and Spanish coins
 - Third person—Articles used in barter and exchange
 - Indian—Wampum and furs
 - Minister—How his salary is paid
 - II. The need for coins, pine-tree shillings provided.
 1. The general court meets, passes a law to establish coinage, and appoints Captain Hull as mint-master.
 2. Old silver is called in—people bring their treasures.
 3. The new pine-tree shillings.
 4. Toll taken by Captain Hull annoys magistrates.

III. What happened at the Sewell-Hull wedding.

1. Mr. Sewell asks for Betsy.
2. Betsey in the scales.
3. "Worth her weight in silver."

To increase the meaning vocabulary

See same topic for third and fourth years.

Dr. W. J. Osburn, Director of Educational Measurements in Wisconsin suggests to his teachers the following exercises for testing and training in meaning vocabulary:

1. Samples of questions which are for the purpose of training in vocabulary:

"After the vesper services Mary's mother took her for a long ride in the country. They rode thru long lanes with tall trees on both sides of them. The leaves on the trees were so thick that no one could see the birds that were singing among the branches. They had a nice ride and Mary hopes that her mother will take her again soon."

What time of the day was it?

Write the word which describes the foliage.

Did Mary appreciate her ride?

Each question tests the child's acquaintance with a certain word. The first question hinges upon one word in the paragraph while in the second and third questions, the words to be tested or practiced are in the questions themselves.

2. Samples of questions to give practice in learning the meaning of words which express relationship.

"Frank, Mary, and James live in the same block. All of these children have blue eyes except Mary, whose eyes are black. Although she is a girl, she likes to play with the boys. Her mother will not allow her to play with them, however, unless they promise not to play too roughly. The boys like to have Mary with them when they are playing because she always does what they ask her to do. Since school started they can play together only in the evening."

Are Mary's eyes blue?

Write the words which tell why Mary might not like to play with Frank and James.

What will happen if the boys get too rough?

When did the children quit playing together in the morning?

The correct answers to the four questions depend upon a consideration of the meaning of the words *except*, *although*, *unless*, and *since*.

To evaluate what has been read

The following types of exercises are suggested by E. N. Rhoades in *The Elementary School Journal*, December, 1922.

1. Reading to find favorite verse.
2. Select the most beautiful descriptive means, the best character sketches, well chosen and apt words and phrases, humorous passages, etc.

3. Reading the most interesting part of the story and then giving a brief synopsis of the events preceding and following the chosen incident.

To develop speed

See suggestions in second and third year courses of study. Fifth year pupils should read from 168-204 words per minute, sixth year from 191 to 216 words per minute and at the same time comprehend what they have read.

In addition to the flash card phrase drills, which should be kept up thruout the grades if children are below standard in rate of reading, the following exercise is also suggested to aid phrasing which in turn helps to increase the eye span and therefore makes for rapid reading.

Use worn out books, magazines, or newspaper stories. Children separate from each other by vertical lines phrases (not necessarily prepositional phrases but any group of words belonging together). Example: —When the queen/rode forth/in her chariot/the peasants/stood and stared/.

PHONICS AND WORD STUDY

See suggestions under third and fourth year course. Give frequent exercises in syllabication and in finding independently the pronunciation of new words. See also topic on dictionary study in the fourth year language course of study.

ORAL READING

Sources

Not all oral reading should be taken from the textbooks.

1. Practice in reading newspapers and magazines aloud should be given, the children first having been given opportunity to evaluate the topics from the headings and to tell what they expect a given topic to include.
2. Library books should give more material for oral reading, children being asked occasionally to read some short selection which their classmates would enjoy.

Appreciation lessons

Arouse an appropriate feeling and thru that develop good expression by appealing to a particular kind of emotion for some time. For instance, a love for nature may be aroused and definite results in expressing that spirit may be secured by selecting in the spring of the year nature selections; as, Wordsworth's *March*, Howitt's *The Voice of Spring*, Southey's *An April Day*, and Martin's *Apple Blossoms*. A spirit of joy and lightness would be

developed and a desire to express the spirit of nature would naturally follow if the teacher herself has the feeling which the poets possessed.

Reading for fun

There are certain selections that should be read purely for the fun the children get out of their oral rendition. Riley's and Lewis Carroll's poems are of this type. The teacher should read the selection aloud with full dramatic effect. The children will then enjoy reading it aloud to each other. Riley's *Nine Little Goblins* if read in relays furnishes pure joy in oral reading.

In the *Teachers' Manual* accompanying her set of readers, Emma Bo-lenius suggests the following procedure in reading this poem: "Let the children practice this poem in relay for Hallowe'en, eight at a time. Three renditions of the poem will work in twenty-four pupils for definite practice in oral reading. Set one eight against the other. Tell them to 'screw the poem up' or to 'wind it up' making it scarier with each stanza. Let the rest of the class listen and pass judgment to see which side reached the better climax. The children who do the best practice work on the poem may be selected to render it for an entertainment in the future. This will serve as a spur."

ASSIGNMENTS

Reread the suggestions under the topic Assignments in the General Suggestions of the reading course of study, and also in the third and fourth grade reading course.

TESTS

Standard

The first form of a standard test should be given early during the year and the results carefully diagnosed in order to determine the most effective teaching procedure. Another form of the same test should then be given near the end of the year. The results of a second test will measure the effectiveness of the teaching procedure as well as the increase in the children's reading ability.

Informal

In addition to the standard tests, informal reading tests will assist the teachers in determining definite objectives to be realized. This will further quicken the interest of the children and stimulate them to greater concentration in their reading. This informal testing program should be extended thruout the remaining years as a definite part of the program for acquiring skill in the factors of reading.

Time

Regularity is an important factor in any program of exercise for definite achievement. Informal tests may be given monthly, semi-monthly, or weekly, but a definite interval should be adopted and should be adhered to consistently.

Material

In general any reading material suitable for the grade may be used for this purpose. The best results, however, will be obtained by a critical analysis and a careful choice of selections. The following factors should be kept in mind when choosing reading material for informal testing:

1. *Easy*

Since the test is to determine the rate of the child's reading, the material should manifestly present few or no vocabulary difficulties from the standpoint of either pronunciation or meaning. If a selection otherwise suitable should contain a few such difficulties, they should be presented and drilled upon, if necessary, before beginning the test. Material suitable for reading in the preceding grade will serve this purpose admirably.

2. *Unfamiliar*

If the selection has been read previously, the test is likely to become one of memory rather than of comprehension of reading under time pressure.

3. *Of uniform difficulty*

Variation in the degree of difficulty of the reading material procurable probably presents the weakest spot in an informal testing program in reading. Care should be exercised in choosing material for testing purposes that is as nearly uniform in degree of difficulty as it is possible to procure.

4. *Interesting*

The selection chosen should be of such a character as to hold the interest of the particular children tested. Second grade material is not interesting to a fourth grade child, nor does third grade material appeal to the interest of a fifth grade child. Interesting material facilitates speed, and since it tends to hold the attention, it also aids in comprehension.

5. *Prose*

A test involving speed as well as comprehension should be based upon prose material. Poetry may be used for testing comprehension and appreciation, but not for tests involving speed.

Questions

1. *Statement of questions*

Some of the questions should be so organized as not to test purely remembrance of the statement of facts. They should test accuracy of

comprehension and organization of the thot obtained. The following illustrates the point in question: "The Mole had been working very hard all the morning, spring cleaning his little home," from the *River Bank, The Natural Method Fourth Reader*, page 138. The question, "What was the mole doing?" merely tests the statement of a fact. The question "What time of the year was it?" requires more than remembrance of the statement of a fact. It necessitates in addition a critical analysis of the thot obtained and reaching a conclusion on the basis of this analysis.

2. Type of test questions

Sample of test based upon the first two pages of *The Queen Bee, the Natural Method Fourth Reader*, page 121. The quotations following the questions indicate the basis for the child's answers.

- a. Was this in the city or in the country?
"The farmer opened his bee-hive."
- b. What time of the year was it?
"They had been in the hive all winter."
- c. Were there more than one hundred fifty bees in all?
"There were many hundred bees."
- d. Did the other bees fly out of the hive before their queen?
"The queen came last."
- e. Was the queen smaller than the other bees?
"She was bigger than the others."
- f. Did the bees sit down and rest when they came out of their hive?
"They stretched their legs and tried their wings. They swarmed forth everywhere."
- g. Did the queen say they might play?
"Stop that nonsense now, children," she said "and begin to do something."
- h. Did she say that a decent bee works?
"A decent bee——makes good use of her time."
- i. Where were the old bees?
"The second company can gather pollen——and deliver it all nicely to the old bees within doors."
- j. What work did the young bees do?
"and they sweated as best they knew how, and the loveliest yellow wax burst out of their bodies."

Procedure

1. Giving the test

Children begin to read at signal. When the slowest reader has covered the pages upon which the questions were based, the signal is given to stop. The children mark after the word they were reading when the signal was given. The questions have previously been placed upon the blackboard and covered. They are now uncovered and the children write their answers. The children should be encouraged to answer by using a word or phrase whenever possible.

2. *Scoring*

The children may check as the teacher reads the correct answers. The number correct will be the child's score in comprehension. If a child has made an error, he should be required to turn to the text and find the statement giving correct answer. This is an essential step in a testing program as it helps to emphasize the necessity for critical reading.

In preparation for finding each child's rate, the teacher should count the words on at least as many pages of the selection as she thinks the fastest reader will cover. The number of words should be marked in the margin of the desk copy. A comparison of the child's marking in his own book of the last word read with the marginal markings in the desk copy will be an easy means of determining the total number of words read. Dividing this total by the number of minutes read will give the child's reading rate. Fourth year children should not be required to read more than four minutes for a test.

Interpreting results

The teacher will need to scrutinize both speed and comprehension scores carefully. If a child has a high rate of speed and poor comprehension, he should be cautioned to read more slowly and more carefully. The importance of stressing comprehension in all exercises involving speed cannot be too strongly emphasized. A record of the scores made in the successive tests will enable the teacher to judge of the progress of the entire class as well as of the individual. The child's graph of his own scores will add interest and will result in increased efforts in reading. The standard reading rate for his grade should be included in such a graph, and for emphasis it should be in a contrasting color.

LIBRARY READING

Fifth Year

The following are from a list of books recommended by Miss Mary Perham in *The Elementary School Journal* for fifth grade. These are books which the children of a large city school considered most interesting.

- Grenfell, *Adrift on an Ice-pan*, Houghton
- Colum, *Adventures of Odysseus and the Tale of Troy*, Macm.
- Tappan, *American Hero Stories*, Houghton
- Lefferts, *American Leaders, Book I and II*, Lipp.
- Olcott, *Arabian Nights*, Holt
- Paine, *Arkansas Bear*, Altemus
- Saunders, *Beautiful Joe*, Barnes
- Sewell, *Black Beauty*, Doubled.
- Lang, *Blue Fairy Book*, Burt
- Kipling, *Captains Courageous*, Doubled.

- Dickinson, *Children's Book of Patriotic Stories*, Doubled.
 Hancock, *Children of History*, Little
 Molesworth, *Christmas Tree Land*, Macm.
 Stocking, *The City That Never Was Reached*, Pilgrim
 Chamberlain, *Continents and Their Peoples: I North America, II South America, III Europe, IV Asia*, Macm.
 La Ramee, *A Dog of Flanders*, Lipp.
 Haaren and Poland, *Famous Men of Modern Times*, Am. Bk.
 Hyde, *Favorite Greek Myths*, Heath
 Perkins, *French Twins* (and others of the series), Houghton
 Sidney, *Five Little Peppers*, Lothrop
 Riis, *Hero Tales of the Far North*, Macm.
 Parkman, *Heroes of Today*, Century
 Bryant, *I Am an American*, Houghton
 Eastman, *Indian Legends Retold*, Little
 Wesselhoeft, *Laddie, The House Dog*, Little
 Kaler, *The Life Savers*, Dutton
 Aanrud, *Lisbeth Longfrock*, Ginn
 Burnett, *Little Lord Fauntleroy*, Scribner
 Curtis, *Little Maid of Old Philadelphia*, Penn.
 Hawkins, *Little Red Doe*, Little
 White, *Magic Forest*, Macm.
 Butler, *Our Mexican Cousin*, (and others of the series), Page
 Pappan, *Robin Hood, His Book*, Little
 Eastman, *Smoky Day's Wigwam Evenings*, Little
 Griffith, *Stars and Their Stories*, Holt
 Carter, *Stories of Brave Dogs*, Century
 Yard, *Top of the Continent*, Scribner
 Brooks, *True Story of Benjamin Franklin*, Lothrop
 Brooks, *True Story of Lincoln*, Lothrop
 Wade, *Twin Travelers in South America*, Stokes
 Seton, *Wild Animals I Have Known*, Scribner
 Hawthorne, *Wonder Book*, Houghton

Sixth Year

- Starr, *American Indians*, Heath
 Mowry & Mowry, *American Inventions and Inventors*, Silver
 Page, *Among the Camps*, Scribner
 Montgomery, *Anne of Green Gables*, Page
 Lane, *Arabian Nights Entertainments*, Ginn
 Coolidge, *The Barberry Bush*, Little
 Wright, *Ben, the Black Bear*, Scribner
 Seton, *Biography of a Grizzly*, Century
 Blanchan, *Bird Neighbors*, Doubled.
 Chandler, *The Bird Woman*, Silver
 Wiggin, *Bird's Christmas Carol*, Houghton
 Burroughs, *Birds and Bees and Sharp Eyes*, Houghton
 Hawkes, *Black Bruin*, Jacobs
 Burton, *The Bob's Cave Boys*, Holt
 MacLeod, *Book of King Arthur*, Stokes

- Ingersoll, *The Book of Ocean*, Century
Custer, *Boy General*, Scribner
Stoddard, *The Boy Lincoln*, N. Y. Bk.
Baker, *Boy's Book of Inventions*, Doubled.
Coffin, *The Boys of '76*, Harper
Rolt-Wheeler, *The Boy With the U. S. Life Savers*, Lothrop
Burton, *Camp Bob's Hill*, Holt
Munroe, *Campmates: A Story of the Plains*, Harper
Richards, *Captain January*, Page
Putnam, *The Child Life of Abraham Lincoln*, McClurg
Gould, *Children's Plutarch*, Harper
Abbott, *Christopher Carson*, Dodd
McDonald & Dalrymple, *Colette in France*, Little
Stoddard, *Dab Kinzer*, Scribner
Snedden, *Docas, The Indian Boy*, Heath
Perry & Beebe, *Four American Inventors*, Am. Bk.
Beebe, *Four American Naval Heroes*, Am. Bk.
Burton, *Four American Patriots*, Am. Bk.
Perry, *Four American Pioneers*, Am. Bk.
Jewett, *Friends of the Hunted*, Dodge
Francillon, *Gods and Heroes*, Ginn
Wright, *The Grizzly Bear*, Scribner
Adams, *Harper's Electricity Book for Boys*, Harper
Barnes, *Hero of Erie*, App.
Eggleston, *Hoosier School Boy*, Scribner
Alcott, *Jo's Boys*, Little
Baylor, *Jaun and Jaunita*, Houghton
Wesselhoeft, *Laddie, The Master of the House*, Little
Burnett, *The Lost Prince*, Century
Haines, *The Luck of the Dudley Grahams*, Holt
Johnson, *Phaeton Rogers*, Scribner
Harris, *Story of Aaron*, Houghton
Lamb, *Tales from Shakespeare*, Dutton
Hawthorne, *Tanglewood Tales*, Houghton
Harris, *Uncle Remus, His Songs and His Sayings*, Houghton
Hawthorne, *Wonder Book*, Houghton
Pyle, *Wonder Tales Retold*, Little

SEVENTH AND EIGHTH YEARS

SILENT READING

This is the last period of elementary school reading or "the period of refinement of reading attitudes, habits, and tastes." About four lessons out of five should be silent reading lessons or a combination of silent and oral reading. Many lessons should be given for the appreciation of literature as well as for the cultivation of an intelligent enjoyment in reading current events and magazine articles.

ORAL READING

In the directions to the teacher in *Reading and Living, Books I and II*, the authors, Hill and Lyman, make some specific and very helpful suggestions concerning the place for oral reading in the seventh and eighth grades. Similar recommendations are made in the *Twenty-Fourth Yearbook, Part I*, for the need of oral reading in this period.

1. Poetry principal material employed for oral reading.
2. Prose used as basis of drill to secure skill in oral reading for pupils who need further practice.
3. Best procedure avoids oral reading drill in upper grades, substituting individual work with deficiencies.
4. In general, upper grade pupils taught to look upon oral reading as *interpretation of literary values*.

EXERCISES TO TRAIN SPECIFIC ABILITIES

To analyze thot

See suggestions under fifth and sixth year courses. Use selections from geography, history, agriculture, and civics textbooks, also problems in arithmetic.

To organize thot

See suggestions under fifth and sixth year courses. Use selections from geography, history, agriculture, and civics textbooks.

To increase the meaning vocabulary

See suggestion under third and fourth year courses. Much reference reading and library reading for pleasure will do even more to increase the understanding of words than specific lessons in developing the vocabulary.

1. The following lesson on Poe's *The Bells*, *Elson Grammar School Reader*, Book IV is given in Stone's *Silent and Oral Reading*, page 197. Note especially the assignment.

After the teacher had read the poem as a whole to the pupils, to give them an auditory perspective impression, the more analytical study by parts was undertaken. The teacher announced that the poem would be attacked by determining the four kinds of bells described, and listing under each the words that were used to express the particular effect desired. The following lists were placed upon the blackboard during the recitation:

Sledge Bells	Wedding Bells	Alarm Bells	Tolling Bells
merriment	mellow	shriek	groaning
silver	molten	scream	Runic
jingling	golden	crash	melancholy
tinkle	liquid ditty	clang	throbbing
crystalline	voluminary	roar	muffled monotone
tintinnabulation	rhyiming	turbulent	sobbing
	chiming	desperate	moaning
	euphony	twanging	rolling
		palpitating	tolling
		clamorous, etc.	

The pupils selected and discussed these words in relation to a specific interpretative purpose. It is under reading situations of this type that discussing and defining words have value. For the assignment for the succeeding study and recitation the teacher checked ten of the more unfamiliar words, and wrote the following on the blackboard:

1. Find as many synonyms as possible for each word.
2. Check the one whose meaning is nearest to the word.
3. Prove that the word that Poe has used is more appropriate than any of the synonyms would have been.

During the next recitation the following was placed upon upon the board as the consensus of the opinion of the class:

<i>crystalline</i>	<i>clamorous</i>	<i>voluminously</i>	<i>molten</i>	<i>euphony</i>
pure	*noisy	*swelling	*melted	pleasing sound
*clear	loud	large	fused	sweet sound
transparent		copious	cast	*harmonious
<i>palpitating</i>	<i>melancholy</i>	<i>monody</i>	<i>solemn</i>	<i>monotone</i>
fluttering	despondent	funeral song	grave	*one tone
*throbbing	sad	*lamentations	*serious	continuous
quivering	*mournful		sacred	utterance
pulsating	dejected		impressive	not varied
	sorrowful		ceremonious	

2. Assignment for Vocabulary-Problem Lesson on the first part of *Rip Van Winkle*, *Elson Grammar School Reader, Book IV*. Problems: (1) select and list expressions that (a) describe the Catskill Mountains; (b) *Rip Van Winkle*; (2) find synonyms for: dismembered, antiquity, gallantly, marital, obsequious, tribulation, tolerable.

To develop speed

See suggestions in third and fourth year reading course, and also those in fifth and sixth year. Seventh year pupils should read from 216 to 228 words per minute, and eighth year pupils about 240 words per minute, and at the same time comprehend what they read.

The following exercises involving time pressure will help further in establishing habits of using time economically. Many children dawdle over their preparation of lessons.

1. Finding answers to specific questions as rapidly as possible when it involves judicious skimming of considerable reading material. Such an exercise further affords practice in analysis and evaluation of what is being read. Frequent occasions of this character arise in class periods in reading, history, geography, and civics.
2. Reading under time pressure, (five to ten minutes) and answering questions not previously assigned. See questioning under informal testing program outlined in fifth and sixth year reading course.
3. Reading under time pressure (one minute) and giving the content.
4. Reading as rapidly as possible during the study period to see how much of the assignment can be prepared in ten or fifteen minutes.
5. Studying an assignment of reading subjects under time pressure to determine the minimum time required in preparation of the lesson.

To evaluate reading material

1. Consult the index and table of contents of reference books to determine the worth of material for a definite object.
2. Note paragraphs or stanzas that should be read more carefully than the rest of the selection.

APPRECIATION LESSONS

If literary selections are used simply as something to read without the emotions being aroused, there are sure to be no beneficial results. The teacher must have a sense of appreciation, must get the feeling of the author, must enjoy the rhythm and music, and must be aroused by the noble sentiments expressed if there is to be any reaction on the part of the children. Do the children turn for companionship in hours of leisure to the same type of literary selections? That is the real test.

Experiences of children

The selections that treat of children's own experiences will be appreciated better by them. However, imagination can be stimulated by recalling mental images and by visualizing. A child who has never seen the ocean, can only half appreciate "the music in its roar," "the playful spray," "the yeast of waves" yet by arousing mental images, concepts, tho possibly imperfect ones, may be formed. Thru this stimulation of the imagination the mental horizon is widened and provincialism is killed. The thing never seen, the emotion never felt may be a never ending source of mystery so that the child lives in a world of imagination.

Poetry

All too frequently we find eighth grade children who "don't like poetry." The formation of this dislike can usually be traced definitely to study assignments calling for (1) looking in the dictionary for the meanings of all the words they do not know, and (2) memorizing indicated lines. It is essential that the children approach the study of a poem under the stimulating guidance of the teacher during the class period. They can then be directed to look for the beauty of words and thot that have made the poem live. The meaning of most of the unfamiliar words will be cleared up during the discussion, a very few, only, requiring the dictionary for solution. The desire for memorizing, too, may be stimulated. Such a lesson will involve both silent and oral reading. The following lesson on Bryant's *To a Waterfowl*, *Elson Grammar School Reader, Book IV*, page 60, illustrates these two points:

1. *Creating a background*

Since the children of Montana are familiar with the semi-annual migration of birds, the following topics will prove suggestive enough to open free discussion:

Time of year birds migrate

Direction of migration

Purpose of migration

Time of day they fly

Altitude at which they fly

Do they travel singly or in groups

Waterfowl probably separated accidentally from rest of flock

2. *Study lesson*

A nature poem frequently provides an artist with a motive for a beautiful picture. Find lines in this poem that might furnish the motive for such pictures:

a. Sky picture

"As darkly painted on the crimson sky,
Thy figure floats along."

Close your eyes and try to "see" this picture very clearly. What might you add to complete the picture? "Fowler"—hence man with a gun. Bird dog. "Falling dew"—picture not very distinct.

b. Water scenes

Lake picture—"Plashy brink of weedy lake."

River picture—"Marge of river wide."

Seaside picture—"Where the rocking billows rise and sink
on the chafed ocean side."

c. Southern pictures

"Soon shalt thou find a summer home and rest
And scream among thy fellows: reeds shall bend
Soon o'er thy sheltered nest."

A poet frequently uses a great many expressions, all of which contribute to making clear in our minds a single idea which he wishes to present. Look for expressions that emphasize the utter loneliness, dreariness of the bird's flight.

"solitary way"	"far height"
"pathless coast"	"cold, thin, atmosphere"
"desert and illimitable air"	"abyss of heaven"
"lone wandering"	"boundless sky"

Careful analysis of certain lines of the poem give us very definite information. Find the lines that tell you the bird is migrating, and also those that indicate the direction of his flight.

"zone to zone"
"Soon shalt thou find a summer home"
"reeds shall bend
Soon o'er thy sheltered nest."

What words or phrases seem to you to explain a thought more beautifully than you or I could do?

"last steps of day"	"rocking billows"
"rosy depth"	"chafed ocean side"
"plashy brink"	"certain flight"

What lines seem to you the most beautiful? Why?

3. *Memory lesson*

There are lines in this poem that assure us of God's care no matter where we may be. Can you find two such assurances?

- a. "There is a Power whose care
Teaches thy way along that pathless coast,
The desert and illimitable air,
Lone wandering, but not lost."
- b. "He who, from zone to zone,
Guides through the boundless sky thy certain flight
In the long way that I must tread alone
Will lead my steps aright."

These lines are frequently quoted. Would you like to memorize one of these quotations? See whether you can do so in two minutes. Many people consider this poem so beautiful that they memorize all the lines. Would you care to know the entire poem?

4. Oral reading

The teacher should read the poem to the children with good effect, bringing out the rhythm, the beauty of the imagery, and the reverence of the thought expressed. This may be followed by an oral reading exercise for the purpose of developing skill in reading with expression.

5. Study assignment

The bird theme has frequently been an inspiration to poets. What other poems have you read that express a poet's love of birds? Who wrote them? Where can you find the poem?

Make a "bibliography" of bird poems. Such a bibliography should include:

Exact title of the poem

Full name of the author

Exact title of the book in which the poem is found

Pages on which the poem is found

The following poems were found in some of the school readers:

The Sandpiper	Celia Thaxter
The Brown Thrush	Lucy Larcom
The Bobolink (prose).....	Washington Irving
The Birds of Killingworth.....	Henry Wadsworth Longfellow
The Thristle	Alfred Tennyson
Robert of Lincoln	William Cullen Bryant
The Bird's Orchestra	Celia Thaxter
The Belfry Pigeon	Nathaniel Parker Willis
To the Cuckoo	William Wordsworth
The Skylark	James Hogg
To a Skylark.....	Percy Bysshe Shelley

Difficult prose

Some literary selections should be voiced, but others such as *Washington's Farewell Address*, *Herve Reil*, *The Battle of Bannockburn*, and *The Legend of Sleepy Hollow* are rather difficult to be read aloud, but can be enjoyed by children of this age if studied as silent reading lessons.

The following lesson plan is suggestive as to how to treat the difficult prose selections found in basal texts:

Merit Before Birth, page 333, *Elson Grammar School Reader*, Book

IV

1. Setting (Books closed)

On the day preceding this lesson assign problems on life in ancient Rome that will make a fitting background for the lesson. Stress classes of people, forms of worship, attitude toward war and warriors.

Discussion:—How many of you have heard of a person of lowly birth who was raised to a position of honor and trust? How did people at that time feel about Caius Marius' being given that position? (Develop story of Caius Marius at this point.) In this selection Caius Marius himself speaks and tells why he is entitled to the position. Let us think of the arguments that he might use. (pupils give list which is recorded on the blackboard) and then compare the list with what he did give, after we have read the selection.

2. *Problems.* Find the arguments that Caius Marius uses to defend his position.
3. *Word Preparation.* The meanings of the words are studied first in their context during the study period. If there is any doubt as to either meaning or pronunciation, the children should be trained to consult the dictionary always looking for the synonym that fits into the context best. The teacher checks up on these meanings as a part of the discussion.
4. *Problems on the selection taken up with the books open:*
 1. Leading problem reviewed.
 2. What does the title mean? (Not clear, so left until after reading the selection.)
 3. Who is speaking? To whom?
 4. What does the first line mean?
 5. According to the dictionary who were these patricians "who took offense?"
 6. What do the patricians say about Caius Marius?
 7. What is his reply?
 8. How does this answer show that the patricians' faith in their "Illustrious ancestors" is often unsound?
 9. Give several reasons why it is unwise to choose such men to lead the army.
 10. How does Caius Marius know this?
 11. He makes several remarks that show his scorn for such men. What are they? What did he mean by "despicable railers?"
 12. Where are we told that Caius Marius has had experience in war?
 13. What is the attitude of the patricians toward his birth?
 14. Upon what virtue does Caius Marius believe a man's life should be judged?
 15. How does he regard the conditions under which a man is born? What lines tell this?
 16. How does he feel toward those of noble birth?
 17. What is the feeling toward those who haven't lived up to their ancestors' nobleness?
 18. What are his statues? What else does he call them?
 19. How were his "statues" won?
 20. How do his statues differ from those of many of the patricians?
 21. What does he ask of the patricians?

5. *Discussion.* After studying the lesson in this manner, discuss the leading problem. Place on the blackboard the arguments used and compare with those derived from the class.

Discuss also the meaning of the title in the light of later experiences.

6. *Assignment for the next lesson.* Be prepared to read this selection aloud tomorrow, putting yourself in the place of Caius Marius. (Only the best readers should attempt to read such difficult selections aloud.)

DRAMATIZATION

Dramatization belongs to all grades. In all too many schools it is confined to the first two or three years. There is a distinct place on the reading program for this type of interpretation of the selections read.

Material from class reading

Selections from *Courtship of Miles Standish*, *Evangeline*, *Scrooge's Christmas*, *The Man Without a Country*, *Snow Bound*, *Spartacus to the Gladiators*, Patrick Henry's *Speech on a Resolution to Put Virginia in a State of Defense*, and *Hamlet's Soliloquy* lend themselves to dramatization. The time spent upon this kind of interpretation is very much worth while. Of course, forced dramatization is worse than useless at any age, but particularly in the early adolescent age when children are self-conscious. However, if the selections are sympathetically taught, children will be happy in such self expression.

Book reports

In the *Minnesota Course of Study* the author reports a very suggestive method of review for library books read by the class.

"One teacher planned a clever entertainment of parents and others after this fashion: A child was sitting in an easy chair near her book case. She wanted to read, but did not know which of her many favorites to choose. As she pondered over it, thinking of one book after the other, she fell asleep and "dreamed." Her dreams were then enacted by all other pupils of the grade, who came forward singly or in groups and gave the gist of one book, dramatized a scene from another, recited portions of others, or read parts of others, telling briefly the connections between parts read. When all the books the dreamer most loved (that is, the books read by individuals in the grade for two or three months) had passed in review before her, she awoke, and, with a caressing gesture for all her books she declared she 'loved every one the best.'"

Community entertainments

Children may be encouraged to give pleasure to others by dramatizing at community entertainments the books and stories

which they have enjoyed. This is the type of program that is really educative, one that is an outgrowth of the regular school work.

The following problems in connection with dramatization of *Courtship of Miles Standish* were worked out in the eighth grade of the Topeka, Kansas schools:

- a. Shall we dramatize all of the poem or only part?
- b. How many scenes does the story divide itself into?
- c. If only part should be used, what shall that be?
- d. Of what character should be the different scenes?
- e. How much can they tell by acting, and what do we need to provide conversation for?
- f. How shall each character dress?
- g. How shall the home be furnished?
- h. Shall we attempt to imitate the costumes and furnishings?
- i. How perfect does our work need to be that our dramatization may provide suitable entertainment for our guests?

LIBRARY READING FOR SEVENTH AND EIGHTH YEARS

See also list under the topic Teaching Foreign Children to Read, under General Suggestions.

Hughes, *Tom Brown's School Days*, Ginn
 Rice, *Mrs. Wiggs of the Cabbage Patch*, Century
 Stowe, *Uncle Tom's Cabin*, Dutton
 Wiggin, *Rebecca of Sunnybrook Farm*, Grosset
 Wiggin, *Story of Patsy*, Houghton
 Nicolay, *Boy's Life of Abraham Lincoln*, Century
 Keller, *Story of My Life*, Doubled.
 Washington, *Up From Slavery*, Grosset
 Parkman, *Oregon Trail*, Little
 Stevenson, *Treasure Island*, Scribner
 Clemens, *The Prince and the Pauper*, Harper
 Clemens, *Tom Sawyer*, Harper
 Cooper, *Last of the Mohicans*, Dutton
 Eggleston, *Hoosier School Boy*, Scribner
 Alcott, *Old Fashioned Girl*, Little
 Baldwin, *Story of Roland*, Scribner
 Dana, *Two Years Before the Mast*, Houghton
 Du Chaillu, *The Land of the Long Night*, Scribner
 Alcott, *Little Women*, Little
 DeFoe, *Robinson Crusoe*, Scribner
 Verne, *Twenty Thousand Leagues Under the Sea*, Grosset
 London, *Call of the Wild*, Macm.
 Hale, *The Man Without a Country*, Little
 Kipling, *Captains Courageous*, Doubled.

- Aldrich, *Story of a Bad Boy*, Houghton
Dodge, *Hans Brinker*, Scribner
Seton, *Trail of the Sandhill Stag*, Scribner
Seton, *Two Little Savages*, Grosset
Porter, *Freckles*, Grosset
Moffet, *Careers of Danger and Daring*, Century
Bond, *With Men Who Do Things*, Macm.
Brooks, *Boy Emigrants*, Scribner

LANGUAGE

GENERAL SUGGESTIONS

AIMS OF LANGUAGE TEACHING

Sheridan gives the following as a "reasonable and workable aim" for the elementary school:

1. *To turn out pupils able to stand before the class and talk for a minute or two upon a subject within the range of their knowledge and experience, speaking plainly, in clean-cut sentences, and without common grammatical mistakes.*
2. *To turn out pupils able to write with fair facility an original paragraph upon a subject within the range of their experience and their interests.*

PLAN OF COMBINATION AND ALTERNATION OF LANGUAGE WORK

This plan of combination and alternation of work is for a rural school of more than four grades. It works as follows:

Odd Years (1927-28, 1929-30, etc.)

Grades I and II take work outlined for Second Year.

Grades III and IV take work outlined for Fourth Year.

Grades V and VI take work outlined for Sixth Year.

Grades VII and VIII take work outlined for Eighth Year.

Even Years (1926-27, 1928-29, etc.)

Grades I and II take work outlined for First Year.

Grades III and IV take work outlined for Third Year.

Grades V and VI take work outlined for Fifth Year.

Grades VII and VIII take work outlined for Seventh Year.

COMPOSITION

Composition, in its true sense, includes all spoken and written English, not simply formal themes, compositions and essays, but all conversation, school recitations, informal arguments and formal debates, story telling, examination papers, social and business letters, and every other school and out of school experience in which oral or written expression is used. It is in all of these experiences that one's skill in the use of English is tested. The school succeeds or fails according to the results of this test. Therefore, as many social situations as possible should be utilized in training children in composition.

FUNDAMENTAL PRINCIPLES IN TEACHING A NEW TOPIC

There are a few basic principles that underlie all good teaching of new topics, it matters little whether such topics are on the use of the period, the tense of verbs, the use of conversation in a composition, or the writing of business letters. These principles should be studied by the teacher in planning to teach any new phase of language work:

Every lesson should be motivated

The following are a few of the list of well motivated lessons given by a sixth grade teacher and reported in Wilson and Wilson, *Motivation of School Work*, p. 98:

1. Making a book of stories about vacation experiences for the second grade to read
2. Making programs for Discovery Day exercises.
3. Writing a letter of request and later one of thanks to a citizen for the loan of Indian relics for the Discovery Day program.
4. Preparing a February booklet containing papers and programs pertaining to noted men born in February.
5. Compiling booklet recording legends of St. Patrick's Day.
6. Writing a letter of sympathy to a classmate at the time of his grandfather's death.
7. Compiling the history of the school.
8. Writing essays in competition for a prize offered by a citizen.

Oral should precede written work

In preparation for any lesson that is to be written later a discussion of the plans is very essential. If, for example, the children are going to write letters to children in a school in the Philippines, the motive is established but the results will be poor unless there is a discussion of what the children of the Philippines do not know that the Montana children know a great deal about, which of the topics different members of the class will write about, how these new acquaintances shall be addressed, etc.

Every step should be definitely developed

In no other subject is it so important to observe the old pedagogical principle, "Teach one thing at a time." In training children to enunciate carefully, one common error (*ing* or *wh* or *can't you*) should be taught and practiced on until there is a strong impression before any mention is made of other errors. In writing business letters, correct heading is all a pupil can be

expected to learn thoroly at one time. It will require several lessons on form before a lesson on the body of the letter should be studied.

A given topic should be taught by a progression of steps

The various phases of a topic should be taught in logical order, as long as the order does not violate the principle of motivation. For example, in writing anecdotes, the use of the direct quotation at the beginning of the sentence is the simplest lesson to teach first, then the direct quotation at the end of the sentence, and lastly the divided quotation. One or more lessons on each will be needed to fix the points taught.

Application or practice should be provided for

This includes drill but implies a more practical line of work than many kinds of drill. For example, children may repeat a hundred times the principle parts of the verb *lie*, but such repetition may not function unless scores of sentences, containing every possible use of *lie* and its parts, are constructed by pupils. Story telling (*The Three Bears*, for example) and imaginary experiences that will bring in the use of *lie* and its parts are essential for complete application.

DEVELOPMENT OF CORRECT LANGUAGE HABITS

It is generally recognized today that the first three of the elementary school years are the important ones in helping children to become habituated to the correct use of oral English. By following up the work of this primary period by five more years of vigilance concerning pupils' English and providing remedial work wherever needed, pupils should acquire a good command of spoken English by the time they leave the eighth grade.

Common errors of speech

Several thoro and extensive studies have been made in recent years of the most common types of errors in oral and written language, and of the frequency of their occurrence. From these investigations it has been found (1) that children make not so many different errors, but (2) that they make these few constantly, and (3) that these errors occur in about the same proportion in all grades. The following are found by Charters to form the most common types of errors:

Verbs

Verb errors form about one half of all errors in the eight grades. Those causing the most difficulty are the so-called "14 Verb Demons:" *see, do, come, go, run, sit, lie, give, begin, ring, write, take, break, and sing.* *Drink* and *eat*, too, are common errors. Sheridan found *see, do, come,* and *go* to be the four most troublesome ones, causing one tenth of all the errors scored. Osburn adds to these *ring* and *sing* as the six worst errors. The most common errors are:

1. Confusion of past tense and perfect participle; as, "I *seen* you go by," instead of "I *saw* you go by." (Sheridan says, "If children could be taught to use correctly the past tense and perfect participle of thirteen verbs, one-sixth of all the errors made by these children could be eliminated.")
2. Confusion of present and past tense; as, "He *run* away" for "He *ran* away."
3. Failure of verb to agree with its subject in person and number; as, "They *was* brot" instead of "They *were* brot;" also "The United States *have* taught—" instead of "The United States *has* taught—."
4. Use of incorrect verb; as, "*Can* I go for water?" instead of "*May* I go for water?"
5. Incorrect use of mood; as, "I wish I *was* big" instead of "I wish I *were* big;" or "If I *was* sure, I *would* take you along" for "If I *were* sure, I *should* take you along."

Pronouns

1. First personal pronoun standing first in series instead of last; as, "*I* and James went fishing" instead of "James and *I* went fishing."
2. Predicate nominative not in nominative case; as, "It *was them*," instead of "it was *they*." "It was *him*" instead of "It was *he*."
3. Confusion of demonstrative adjectives and personal pronouns; as, "Give me *them* pencils" instead of "Give me *those* pencils."

Modifiers

1. Confusion of adjectives and adverbs; as, "He walked *slow*" instead of "He walked *slowly*."
2. Misplacing modifiers; as, "I *only* have three" instead of "I have *only* three."

Double negatives

"I don't have no pencil" for "I have no pencil."

"I haven't thot of that but once" for "I have thot of that but once."

"I can't hardly understand that" for "I can hardly understand that."

"I never did it but once" for "I did it but once."

"I can't help but think this wrong" for "I can't help thinking this wrong."

Syntactical redundance

Example: "Where is he at?"

Taking an inventory of children's errors

Very effective results may be secured by basing language activities on the results of an inventory of pupil errors taken by the teacher. This procedure furnishes the material for the most purposeful program for perfecting children's speech habits in any grade as it provides for overcoming errors that those children actually make.

How to take an inventory

A simple chart calling for the following data should be ready when the teacher begins to note pupils' errors:

Errors noted	Class					Totals
	E	D	C	B	A	
git for get		III	II	III		9
seen for saw						
etc.						

Such an inventory may extend over a month's time. When an error is detected, it is recorded in the first column and a mark is placed in the space for the grade in which it was noted. When it is noted again, another mark is placed in the space for the particular grade in which it occurred, etc. The above chart indicates that "git" was used in place of "get" three times by pupils in Class E, twice in Class C, and four times in Class B.

How to use the results

When the inventory period is completed, the frequency of occurrence of each error should be totaled in the last column. (It will be noted on the chart that "git" was used for "get" nine times in all.) After totaling, the data on the chart may be presented to the entire school. Discussing the results and having pupils find answers to such questions as the following will aid in motivating the attack on errors and will provide some specific objectives:

Which is the worst language error in our school? In my grade? Do I make this error?

Which error had we better try to correct first? etc. Children in the third grade and above may also keep a list of their own errors in a notebook. They should be encouraged to refer to the list frequently, consciously using the correct form in a sentence. The teacher should provide for making a vigorous and continued attack on these individual, class, and school errors so noted by a variety of means and should help the children check up on the success of their efforts.

Law of exercise

Since exercise is such a very important factor in all learning, having for its chief purpose habit formation, it is essential that an abundance of correct practice be provided in connection with learning the use of language forms. The principles of frequency, regularity, continuity, variety, and concentration should be observed if practice is to be effective.

Means of providing practice

The importance of exercise in correct language habituation is so well recognized that means for procuring such practice have been well established and a great many references and helps are available at little cost.

Games

Games provide an excellent opportunity for repetition of the correct form and hence have been found effective in overcoming children's errors. Both basal language texts provide numerous games for grades three and four. See also other references listed below.

Drills and exercises

A variety of these may be employed for oral or written work. In addition to giving the correct response, the children may be required to tell why they chose the particular form they used in each instance. As this last step requires considerable thought analysis the teacher will need to proceed slowly with this form of practice. It is desirable to have access to several language texts in addition to the class textbook so that a considerable list of exercises may be available for practice purposes.

Stories

The following stories found in the books listed under Story Telling in later pages of these General Suggestions furnish an opportunity for repetition of troublesome forms:

1. The Stone Cutter, (I wish I were), Bailey, *For the Children's Hour*
2. How Jack Went to Seek His Fortune, (May I?), Tileston, *The Children's Treasure Trove of Pearls*
3. The Little Pine Tree Who Wished for New Leaves, (I wish, ate, broke, broken), Bailey, *For the Children's Hour*
4. The Rabbit and the Easter Eggs, (lay, laid), Evans, *Education by Story Telling*

5. The Sheep and the Pig, (may, can), Bailey, *For the Children's Hour*
6. The Rabbit Who was Grateful, (saw), Bailey, *Tell Me Another Story*
7. The Camel and the Pig, (ate), Bailey, *Tell Me Another Story*
8. The Travels of a Fox, (ate, flew, caught, may), Bailey, *For the Children's Hour*
9. The Tomato Story, (saw, grew, ate, gave, got, brot, drew), Bailey, *For the Children's Hour*

Other well known stories that serve a similar purpose are:

1. The Pig Brother, (I am not)
2. Goldilocks and the Three Bears, (has eaten, has sat, has been lying)
3. The Old Old Man and the Wee Wee Brownie, (I have nothing)
4. The Frog Who Wanted To Be as Big as an Ox, (burst)
5. Little Red Riding Hood, (It is I)
6. Jack and the Beanstalk, (It is he)

Rhymes

The following rhymes afford an opportunity to memorize correct forms and afford practice in their use:

1. A was an Apple, (was, bit, ate, got, ran, stole, took, etc.), Curry-Clippinger, *Children's Literature*
2. If All the World Were Apple-Pie, (were, would), Curry-Clippinger, *Children's Literature*
3. If All the Sea Were one Sea, (were, should), Curry-Clippinger, *Children's Literature*
4. If If's and And's, (were, would), Curry-Clippinger, *Children's Literature*
5. If Wishes Were Horses, (were, should), Curry-Clippinger, *Children's Literature*
6. The House That Jack Built, (lay, ate), Bailey, *For the Children's Hour*
7. Simple Simon, (I haven't any) Any Mother Goose collection

References:

- *Charters, *Games and Other Devices for Improving Pupils' English*, Bulletin No. 43, Supt. Doc. (An extremely valuable bulletin on common pupil errors, means of practice, etc. Should be on every teacher's desk)
- Deming, *Language Through Plays and Games*, Beckley
- *Deming, *Language Games for all Grades*, Beckley
- *Deming, *Language Games for Primary Grades*, Beckley
- *Deming, *Games and Rhymes for Language Teaching*, Beckley
- King, *Language Games*, Beckley
- Both basal textbooks in language

*Specially recommended

SENTENCE SENSE

The fundamental structure of composition is the mastery of the sentence. Written work of high school pupils as well as that of the elementary grades frequently gives evidence of a total lack of any sentence sense. It is highly essential that the pupils be taught early in the grades to recognize a complete thot as complete, and to let it stand by itself. The following are two common types of errors in this respect:

1. Statement after statement is strung along by means of the connectives "but," "and," and "so." This has been called the "and" sentence. Frequently no commas are used to set off the statements so connected.

"My mother told me to go to the store and get her a loaf of bread and then I went to the store and the bread fell down and got all muddy."

Oral work is the best preparation for written work. If pupils have been taught to speak in clean-cut sentences, they are not likely to write the kind given above.

2. Complete statements are run together without periods and capitals. This error has been called the "no stop" sentence. If any punctuation is employed, it is only the comma:

"My dog is a spaniel his name is Nep, that stands for Neptune."

When these habits have been formed, they are exceedingly difficult to overcome. Teachers should make every effort to have the children achieve a mastery of the sentence during the elementary grades. Sheridan's *Speaking and Writing English* is very helpful in this respect.

PICTURE STUDY

Pictures of all sizes, from miniature ones costing one-half cent each for composition and booklet work, to those large enuf for framing, may be obtained from the Perry Picture Company, and G. P. Brown Company. These companies have illustrated catalogs which all teachers should have. Pictures about 6x9, costing one cent each when bot in quantities of twenty-five or more, are good for all class picture study. The miniature pictures by these two companies are in black and white or in sepia. The Brown-Robertson Co. has beautiful colored miniature pictures for three cents each which are valuable in picture study booklets. They are gummed on the back for pasting. It is highly desirable that pictures used for class study be secured in color whenever possible.

References for the Teacher:

Casey, *Masterpieces in Art*, Flan.

*Carpenter, *Stories Pictures Tell* (set of eight), Rand

Bacon, *Pictures Every Child Should Know*, Doubled.

*Hurl, *How to Show Pictures to Children*, Houghton

Hurl, *Angels in Art and Others*, Houghton

Emery, *How to Enjoy Pictures*, Prang Co., Chicago

Powers, *Stories of Famous Artists*, Books 1 and 2, Educational Co., Chicago

Rydingsvard, *Art Studies for Schools*, Flan.

*Van Dyke, *How to Judge of a Picture*, Methodist Book Concern, 150 Fifth Ave. New York

*Wilson, *Picture Study in Elementary Schools*, Macm.

Neale, *Picture Study in the Grades*, Neale Pub. Co., Stevens Point, Wis.

Firms having inexpensive pictures:

Bureau of University Travel, Trinity Place, Boston

Good classified catalog

Brown, G. P., 38 Lovett St., Beverly, Mass.

Pictures similar to the Perry pictures

Portrait catalog of authors, etc., Houghton

Perry Picture Co., Malden, Mass.

Reproductions of famous pictures and noted persons and places, forest trees, and Indian portraits.

Brown-Robertson Co., 415 Madison Ave., New York

*Specially recommended.

STORY TELLING

"Of all the things that a teacher should know how to do, the most important, without any exception, is to be able to tell a story."—G. Stanley Hall

The following is a list of books indicating how and what stories to tell the children:

*Bryant, *How to Tell Stories to Children*, Houghton

*Bryant, *Stories to Tell to Children*, Houghton

*Bailey & Lewis, *For the Children's Hour*, Bradley

Bailey, *For the Story Teller*, Bradley

Bailey, *Stories Children Need*, Bradley

Bailey, *How to Tell Stories to Children*, Bradley

Burt, *Myths Every Child Should Know*, Doubled.

Curry-Clippinger, *Children's Literature*, Rand

Evans, *Education by Story Telling*, Bradley

Evans, *Worth While Stories*, Bradley

Forbes, *Good Citizenship Through Story-Telling*, Macm.

Foucher, *Stories to Tell*, Moffat

Richards, *Golden Windows*, Bradley

Tileston, *The Children's Treasure Trove of Pearls*, Little

*Wyche, *Some Great Stories and How to Tell Them*, Newson

*Specially recommended

Stories for little children should abound in repetition, as in *The Three Bears* or *The Little Red Hen*. Stories for the middle and upper grades should be largely hero tales. Humorous stories should be used all thru the grades, anecdotes in the upper grades, taking the place of "nonsense" stories.

Besides the stories in the school readers, the following books are recommended for stories on character building:

Cabot, *Ethics for Children*, Houghton

Lewis, *The Golden Hour*, Bobbs

Horton, *Noble Lives and Noble Deeds*, Unitarian Sunday School Society, Beacon St., Boston, Mass.

Bayley, *The Man in the Crow's Nest*, Pilgrim

Every school library should contain a few standard story books. The following are particularly recommended:

Baldwin, *Fifty Famous Stories Retold*, Am. Bk.

Holbrook, *Nature Myths*, Houghton

Bryant, *Stories to Tell to Children*, Houghton

Kipling, *Just-so Stories*, Doubled.

Mabie, *Fairy Stories Every Child Should Know*, Doubled.

Andrews, *Seven Little Sisters*, Ginn

Andrews, *Ten Boys*, Ginn

Pratt, *Colonial Children*, Ed. Pub.

Pratt, *Legends of Red Children*, Ed. Pub.

Dopp, *The Tree Dwellers*, Rand

Dopp, *The Early Cavemen*, Rand

Dopp, *The Later Cavemen*, Rand

Tappan, *American Hero Stories*, Houghton

Harris, *Uncle Remus Stories*, App.

Standard Language Tests:

*Briggs, *English Form Test*, Grades 7-8, Bur. Pub.

*Trabue, *Completion Test Language Scales*, Grades 2-12, Bur. Pub.

Charters, *Diagnostic Language Tests*, Grades 3-8, Pub. Sch.

Charters, *Diagnostic Grammar Tests*, Grades 7-8, Pub. Sch.

Wilson, *Language Error Test*, Grades 3-12, World

Hudelson, *English Composition Scale*, Grades 3-12, World

Lewis, *English Composition Scale*, Grades 3-12, World

Van Wagenen, *English Composition Scale*, World

Willing, *Scale for Measuring Written Composition*, Bur. Pub.

Nassau, *Nassau County Supplement to the Hillegas Scale*, Bur. Pub.

Clapp, *Standard School Tests in Correct English*, Grades 4-8, Wis. U.

References for the Teacher:

*Sheridan, *Speaking and Writing English*, Sanborn

*Wooley, *Handbook of Composition*, Heath

Klapper, *The Teaching of English*, App.

State Normal College, *Course of Study in Language, Composition and Grammar*, S. N. Col., Dillon

- *Mahoney, *Standards in English*, World
Hosic, *Elementary Course in English*, Chicago U.
Savits, Bates & Starry, *Composition Standards*, Hinds
Deming, *Methods and Materials for Composition*, Beckley
Chubb, *The Teaching of English*, Macm.
Bolenius, *The Teaching of Oral English*, Lipp.
Cowan, Betz & Charters, *Teachers Manual for Essential Language Habits*, Silver

Reference Textbooks:

- *McFadden, *Language Series* (revised edition, especially Book Three),
Rand
*Pearson & Kirchwey, *Essentials of English*, Am. Bk.
Cowan, Betz & Charters, *Essential Language Habits*, Silver
Potter, Jeschke, and Gillet, *Oral and Written English*, Ginn

*Specially recommended

FIRST YEAR**AIMS**

1. *To encourage a free spontaneous expression about things in which children are interested.*
2. *To lead children to feel that they have something to say rather than that they have to say something.*
3. *To lead children to talk in sentences.*

TEACHING CHILDREN HOW TO TALK

It is only within a few years that teachers have realized that children must be taught *how* to talk. There is real technique in this. In learning *how* to talk children must begin to get a sentence feeling and an idea of unity. There is no better way of developing the sentence feeling than to correlate the language with the incidental teaching of reading and with the made up stories contributed by the children and put on the blackboard by the teacher. See first grade reading course of study for suggestions for made up stories and for the first steps in incidental reading. The following will suggest further steps in incidental reading which is really the beginning of oral composition.

Single sentence

If the reading course of study has been followed, children have become interested during the first few weeks of school in bulletin board stories (single sentences) which were used to label pictures. Whenever there is an incident of special interest to the children, such as a visit of the superintendent, a rabbit in the school yard, or a class dramatization, the teacher may ask, "Wouldn't you like to have me write a story about that for the bulletin board?" The lesson may develop somewhat as follows:

Teacher: Who will give me the part of the story that tells about who first saw the rabbit?

Pupil: Mary first saw the rabbit.

Teacher: (as she writes the first sentence on the board) What was the rabbit doing? Begin your story with "It." (This is important, as this direction insures a complete sentence.)

Pupil: It was crouching near the shed.

Teacher: What did it look like? Begin your sentence with "Its soft white fur."

Pupil: Its soft white fur looked like snow.

Teacher: What made you think the rabbit wasn't snow? Begin your story with "Its long ears."

Pupil: Its long ears made us know it was a rabbit.

Teacher: That will make a fine bulletin board story. Let us read all of it now.

Pupil (with help): Mary first saw the rabbit.

It was crouching near a shed.

Its soft white fur looked like snow.

Its long ears made us know it was a rabbit.

After children have acquired facility in reading they may compose "surprise stories" for others to read. Only complete sentences should be accepted. The teacher may write them down and use them for bulletin board or chart stories. Great care must be taken in this to see that the sentences are not connected by *and*.

Several sentences

The next step is to have class exercises in which several sentences on one topic are given by one child. For example, after the teacher has told or read about Sharptooth in Dopp's *The Tree Dwellers*, the children may be asked to tell three sentences about where Sharptooth lived. A general topic such as "Tell about Sharptooth" should be avoided. Unless the teacher is alert, the results will be long sentences connected by *and*. To prevent this the teacher holds up a finger to indicate the first sentence. Just before it ends she indicates its close by a quiet clap of the hand, and then raises two fingers to indicate a second sentence.

Models

1. The following is the type of composition that should result from such development:

Sharptooth lived in the trees.

She slept in the branches.

There was no roof over her head.

2. Or in connection with the study of the care of the teeth several sentences similar to the following should be expected:

I brush my teeth night and morning.

Sometimes I use tooth powder.

Sometimes I use salt and water.

I brush up and down.

My tooth brush cleans every tooth.

3. The following model is found in Sheridan's *Speaking and Writing English*. It is, of course, the result of suggestive questions on the part of the teacher after a lesson has been presented to give children something to talk about.

Oral composition following a discussion of playthings:

My doll has a little bedroom.

It has a bed and a table.

She has a little kitchen, too.

There is a stove in it.

SEAT WORK AS A PREPARATION FOR WRITTEN WORK

No written work should be required this year, other than writing the child's own name and address and at the very last of the year copying a single short sentence. In schools of few grades and of few pupils where much individual work can be done and where long periods are possible, some original sentence work may be done the very last of the year. However, the oral compositions and the development of spontaneity and sentence feeling are the important things to consider. This intensive oral work will give the child the proper foundation for written work later. Children should be given seat work which does not require writing. The following kinds are suggested for the last half of the year:

1. After an oral discussion in class on a specific topic and three or four sentence compositions are given by children, they may be asked if they would like to make some more stories about the same subject at their seats. The teacher should have prepared several written sentences composed of known words on that subject and have the sentences cut into words or phrases. Children build these into "stories" by arranging the already familiar words and phrases on top of their desks. The following will show the kind of stories children should be able to put together without a model the last half of the year. This particular composition follows a lesson on the Eskimo:

The Eskimos/make/their houses/of ice./

The houses/are round./

A little door/is near/the ground./

The Eskimos/crawl/thru the little door./

2. In order to train children to use capital letters at the beginning of a sentence, letter cards containing both capital and small letters may be given children to compose short sentences copied from the board. The capital and the small letters should be compared and names given for each before children begin work. Children should also be told that the first word of the sentence must begin with a capital.

3. Children write their names and later their addresses from a model on the black board. The first few lessons should be blackboard

lessons, the teacher helping children to form their letters. If this is not done, children are likely to make their letters by starting wrong; that is, an *a* is often made by children by moving from the bottom of the letter up. Later children may write names and addresses on paper at their seats.

4. The last of the year short sentences on the subject studied may be written (a) on the blackboard from a copy and (b) later on paper. The amount of writing on paper this year should be very limited, however. The teacher should be particular to see that these sentences begin with a capital and end with a period.

METHODS OF TEACHING FIRST YEAR LANGUAGE

Correlation of language, history, nature study, ethics, and hygiene

To unify school subjects into one is a tendency of the times. In the lower grades there is even more reason for combining or correlating history, geography, nature study, hygiene, and language as one subject. The advantages of such a unit are three-fold:

1. The subjects naturally overlap and therefore can best be taught as one subject.
2. Language, as was said above, needs content to give children something to talk about.
3. The curriculum is so crowded that every opportunity should be seized to reduce the number of subjects.

As important as the content subjects are in the lower grades, they should be subordinated to language, even to the extent of making the former a means to an end. Therefore, it is not the fundamental aim of this course to understand the work of the home, the habits of the cat, the food of pioneer people, the changes in season, but *how children can tell about those things*.

Time

There should be daily language lessons for first grade pupils. On an average about a week may be given to a main topic and a day or two to a smaller unit, such as a picture study lesson.

Procedure

The lessons should be conducted practically in the same way as the lesson on the rabbit given under the topic Teaching Children How to Talk on a preceding page of this year's language work. Suggestions for teaching poem and picture study lessons are given later.

SOURCE OF MATERIAL

Content material

It is emphasized that this outline is for the purpose of furnishing content material for language work and not for the sake of giving children information. This material is not required but only suggestive. Always the *language results* should be kept uppermost in the teacher's mind.

Fall months

1. *Home Activities*

a. Fall activities on the ranch; harvesting; father's part in supplying family needs; how children can help make work lighter for father.

b. In the home: mother's work and her service to the family; feeding harvest "hands"; the cook wagon; washing and ironing; fall cleaning; daily and weekly cleaning and dusting; care of each room in the house; how children can help to make work lighter—washing one's self for school, cleaning teeth night and morning without being told, helping mother to put up the school lunch (getting napkin ready, making sandwiches, etc.); cleaning shoes before entering the house; dressing and undressing one's self; combing the hair neatly; taking care of the baby.

Dramatize method of washing arms, neck, ears, face, and cleaning of nails. Demonstrate how to brush the teeth.

Children make for seat work a washday poster. Make a barnyard poster or harvest scene.

Study poem and memorize: *I Love You Mother*, Driggs, *Live Language Lessons*, Book I, p. 47

c. Family pleasures: picnics; evening and Sunday pleasures; games for the home; music and reading in the home; how children can contribute by telling father and mother stories and poems learned at school and singing folk and patriotic songs.

2. *Pets at home*

Encourage children to bring pets to school. A canary might be borrowed for early fall days.

How pets get food; how they keep clean (story of the cat); compare cleanliness of the cat with that of boys and girls; enemies of pets; how they protect themselves against enemies; usefulness to man; care of young; other habits and characteristics; the dog in Red Cross work; faithfulness as a friend. See Comstock, *Handbook of Nature Study*, pp. 268-274.

Picture Study: *Saved*, Landseer

3. *Collecting seeds for spring*

Why father and mother collect seeds for spring; care in selecting seeds from the healthiest plants only; seed distributed by wind, water, birds, animals, man; fruit seeds; recognition of common weed seeds. (Comstock, *Handbook of Nature*, p. 594)

Campaign to destroy Russian thistle, fan weed, dandelion, and other weeds before they go to seed. Collection of common seeds mounted and labeled by children.

4. *Food we eat*

What we eat; what the farmer raises; plant and animal foods; how raw materials raised on the ranch are converted into food; what becomes of wheat, oats, corn, etc.; mother's part in cooking food; story of a grain of wheat to a loaf of bread; sickness due to eating too rich food; milk as the best food to make children strong and healthy.

Paper cutting and drawings of vegetables and fruits raised; model these in clay also.

a. The Tree Dwellers: kinds of food; how procured; eaten; tools used; enemies.

b. The Early Cave Men: New kinds of food not known by Tree Dwellers; how procured; how eaten; tools invented and how they came to invent them; enemies.

c. The Later Cave Men: New kinds of food; new inventions in food getting; taming animals; occupations of different members of the family.

d. Eskimos: food eaten; how obtained; why people of the cold need different food from people of warm climates; difference in the food we should eat summer and winter; when fat meat, oatmeal, etc., should be avoided.

e. Indians: food eaten before the white man; camas and other roots eaten by Indians; corn and potatoes first grown by Indians; how Indians made bread; how they preserved meat; work of different members of the family; primitive agriculture. Children make an Indian village on the sand table; tepees, canoes, bow and arrows; peace pipes.

References:

Dopp, *The Tree Dwellers*, Chaps. III, X, XV, XXIX

Dopp, *The Early Cave Men*, Chaps. V, VI, VIII, XXVI, XXVIII

Dopp, *The Later Cave Men*, Chaps. XX, XXXIX (See "Things to Do" at the end of each chapter referred to)

Snedden, *Docas, the Indian Boy*

Smith, *Eskimo Stories*

Peary, *The Snow Baby*

5. *Cleanliness in preparing food and eating*

Compare our methods with those of primitive peoples; clean utensils; proper methods of washing and rinsing dishes; care of dish towels; clean aprons; need of cooking caps; individual drinking cups; washing the hands after going to toilet; washing the hands before eating; use of tooth picks to clean nails; cleaning the teeth after eating; need of chewing food thoroly; reason for conversation while eating; simple rules for table etiquette; how children can help at home by going to the table clean; how to help a younger brother or sister. Children demonstrate how to use a napkin, hold a knife and fork, cut meat, sip milk or water quietly.

6. *Changes in season*

a. Shorter days; animals "harvesting their crops" for winter; fur of animals getting thicker; work of the frost; dead leaves protecting delicate plants; birds go to warmer climate; frogs buried in the mud; animals that hibernate. (Comstock, *Handbook of Nature Study*, pp. 853-855)

In crayola children make a fall landscape.

b. Wild grasses, berries, etc., that will make attractive winter decorations for the school room. Make a hanging basket filled with some weed or wild vine such as the kinnikinnick that will keep all winter.

7. *Observation of weather*

Clear sunny days; clouds, fog, rain, snow, direction of the winds, length of day; time when sun sets. Observe the shape of snow crystals on cloth.

Poem Study:

Snow Flakes by Lucy Larcom, *Nature Reader*, I, p. 97 or
The Frost by Gould, *Nature in Verse or in Poems Every
 Child Should Know*

8. *Thanksgiving*

Meaning of the term; story of the first Thanksgiving; food of the Pilgrims; new foods found in the New World; food which we have now which they did not have; help given by Indians; the Pilgrim mother's preparation for Thanksgiving; the Indian guests; mother's preparation today; family reunion; time to help others less fortunate; things for which we are thankful.

Turkey, corn, or pumpkin for unit in making booklet for new words in reading. Sand table village of Plymouth or poster to represent the first Thanksgiving.

Winter months

1. *Preparation for Christmas*

Why we celebrate Christmas; the first Christmas; story of the shepherds and the Christ child; a time for giving more than getting; our Christmas customs and their origin; what to give father, mother, other members of the family, persons less fortunate than we.

With help of older children primary pupils make Christmas gifts: candy boxes; raffia needle book; tree decorations.

Poem study:

Kris Kringle, Aldrich, from *Natural Method Third Reader*
 or

Twinkle, Twinkle, Little Star, Taylor, from *Studies in
 Reading First Reader*

Baby's First Christmas, Miller, *Studies in Reading Second
 Reader*

Picture Study: *Nativity*, LeRolle.

2. *Winter activities in the home*

Clothing: materials suitable for the season; father's part in supplying needs; mother's work; study of wool from sheep's back to child's dress.

Picture study: *Shepherdess Knitting*, LeRolle

3. *Clothing of primitive people*

a. Tree Dwellers: use of teeth, claws, and feathers for adornment; the first clothes. See suggestions for construction under "Things to Do."

b. Early Cave Men: clothing of skins; women's work; dressing skins; process of fastening clothes together; making of sandals and leggings.

c. Later Cave Men: new inventions in clothing in response to a need; how they learned.

d. Indians: kinds of clothing; dying, preparation of skins; substitute for needles and thread. Indian doll may be made from a withered potato (for head) and stick for body; dress in Indian clothes.

e. Eskimos: kind of skins used in their clothing; how skins of polar bears, walrus, and seal are obtained. (Draw on children's imaginations in telling these stories. Children close their eyes and "dream" they are Eskimo children.) Eskimo sand table.

4. *The legend of Candlemas Day*

Poem study: *My Shadow*, Stevenson, *Studies in Reading*,
Second Reader

5. *Weather observations*

Frost on the window pane; days growing longer; position of sun when school opens in the morning, at noon; what becomes of snow when it melts; use to man.

6. *St. Valentine's day*

Story of the good saint; why we send messages of love on this day. Children make valentines for mother, father, or sick person.

7. *February, a patriotic month*

a. Lincoln, the boy: his home; compare his pioneer home with the homes in newer sections of Montana; his parents; playmates; school days; stories of his honesty and kindness. Lincoln's home on the sand table.

b. Story of the first flag; growth of our present flag; flag salute; stories of patriotism.

Poem study:

The Drum, Field, *Studies in Reading*, *Second Reader*, or
March Song, Stevenson, *Child's Garden of Verses*, p. 50

Spring months1. *Nature's preparation for spring*

Pussy willow: study of spring buds; return of birds from south; recognition of birds from (1) color and markings and (2) song. (Of course only birds of the community are to be studied.)

2. *Easter*

Story of the Resurrection; the awakening of life; life in a bulb; Easter customs. Read *Peter Rabbit*, *Bunny-Cotton-Tail*, *Little Half Chick*, *Chicken Little*, or *Little Red Hen*. One may be dramatized.

3. *Preparation for spring in the home*

a. House cleaning: how children can help; change in food; change in clothing.

b. Father's preparation for spring; raking the yard; activities on the ranch; plowing; ordering seeds; new tools; machinery; painting the house; preparing and planting the garden.

Picture study: *Plowing*, Bonheur

Poem study and memorization:

Who Has Seen the Wind, Rosetti, *Natural Method First Reader*, or

The Swing, Stevenson, or

The Wind, Stevenson, *Studies in Reading Second Reader*

Read *The Wind's Work*, *Studies in Reading Second Reader*

Ulysses and the Bag of Winds, *Riverside Second Reader*

4. *Spring flowers*

Recognition of common ones: flowers that grow in shady places, sunny places, damp places; special study of one flower; where it grows, color, petals, leaves, stem, root; significance of name. Poem, legend, or song about flower studied. Comstock, *Handbook of Nature Study*, pp. 496-593

5. *Arbor day*

Tree planting; how to beautify the school grounds, and home grounds; spring work in the yard.

6. *Home gardens*

Home garden: best place, kind of soil, how prepared, reason for keeping dirt fine, seeds to be planted (after testing at school), depth of planting, three reasons for cultivating often, "watering with a hoe," plans for summer work in garden. Plans for school or community fair in fall.

Sand table, garden scene. Garden poster.

Health work

See topic General Suggestions in the hygiene and physiology course of study.

Poem study

It will be noted that the poems given in the above outline fit into the content. For example, after studying the legend of Candlemas Day, the poem, *My Shadow*, by Stevenson is suggested for study. This is followed by a study of the lengthening days and the position of the sun at noon. Each one of these steps helps the others by furnishing the setting or explanation.

Lesson in poem study

A poem study lesson should be taught somewhat as follows: (Only the teacher's questions are given here. The pupil should, of course, do most of the talking.)

Poem: Stevenson, *My Shadow*

Setting. Yesterday we learned about the ground hog's being afraid of his shadow. Were you ever afraid of your shadow? What did you notice about your shadow at recess time? (Directions for observation given before recess.) Last night what did you notice about your shadow when the light was back of you? (This was assigned.) Is your shadow always the same size? Let us look at our shadows at different times the next bright day. Tell me what you discover.

Study of poem:

A Mr. Stevenson remembered how he used to feel about his shadow when he was a little boy so he wrote a poem about it. (Teacher repeats or reads the entire poem to children.) I'll say the first part again and then you tell me what he said about his shadow. What does he say the shadow does? What does he say to show that he doesn't know the use of him? What part of the shadow does he say is like him? What does the shadow do when he goes to bed? (The whole stanza may now be repeated, the teacher helping out as is necessary. Other stanzas are taken up in the same way.)

The number of lessons spent on a poem will depend upon whether the poem is to be memorized. Some poems should be committed to memory, others used simply for appreciation lessons. In either case, conversation on ideas that the poem has stimulated should follow and form the basis of oral composition.

Creative work in poetry

We owe it to childhood and to our civilization to provide thruout the course in language in the grades some opportunity for exercise in the expression of the emotions in the form of poetry. An opportunity for self expression in this form will

not only aid in disclosing latent literary ability of individual pupils but will also increase the level of aesthetic appreciation of poetry of the pupils as a whole.

1. The following was one of the first creative lessons carried out with a first grade class in the training school in connection with the University of Cincinnati.

On a blustering March day the children came in panting from their tussle with the wind. In the conversation lesson that followed the children offered the following information concerning the work that the wind does: Turns windmills, drives snow, carries seeds, dries clothes, sails ships, dries puddles, etc. They were eager to act on the teacher's suggestion that they write this in a poem telling what the wind does. As they had previous experience with words that rhyme and with rhythm in poems and in music, the following couplets were worked out co-operatively and spontaneously by the class and were written on the board by the teacher as they were developed:

THE WORK OF THE WIND

The March Wind blows,
It dries our clothes.

It bites the nose,
It pinches our toes.

It sails our ships,
It cracks the whips.

It drives the snow,
It seeds doth sow.

(The last line was provided by the teacher.)

2. The following is taken from *Curriculum Series, Creative Activities in First Grade*, p. 17, by Mrs. Lola Hughes, Milwaukee State Normal School, Milwaukee, Wisconsin:

"The creating of poems can not be pulled from mid-air. They come as an inspiration—a thought or feeling to express—a picture to tell. For instance, the initial joy in the first snowy day is experienced by every child. That gives the right atmosphere for a little snow poem. It is a picture many inherently wish to express. The following poem was a word picture painted by the children:

The world is so pretty
All dressed in white,
The trees are covered with snow,
The bushes are piled with snow, too,
Until they are bending low.

3. See also Meek and Wilson, *English To-Day*, Bk. I, Scribner, for Valentine verses composed by fourth grade children.

Picture study

Of the pictures given in the above outline, Landseer's *Saved* is to be taught in connection with the study of pets. Questions should be so worded that they will stimulate observation, thought, and conversation. Complete sentences, as in all lessons should be encouraged, though not to the sacrifice of spontaneity. The following are suggested:

What do you think the dog has done?

Where does the little girl probably live?

How do you think the accident occurred? (The shoes and stockings would suggest that the child probably fell in the water rather than waded beyond her depth.)

How could the dog have brought her to shore?

What do you suppose the dog is looking at?

Is there anything to show that the dog is tired?

The next lesson following such a study would be to get well rounded sentences about the picture. The following is typical of the results one should expect from first grade pupils:

A big dog saved a little girl from drowning.

She fell into the water.

The dog swam out after her.

I think he sees the little girl's mother coming.

Other stories of brave deeds of dogs should follow. The teacher must not in the enthusiasm of having children tell stories allow them to become careless in their speech. Persistency is necessary in training children to think in sentences.

Dramatization

Stories that children have had in reading will be the easiest ones to dramatize—*The Little Red Hen*, *The Goat That Wouldn't Go Home*, *The Three Bears*, etc.—but these will not develop language ability as well as stories in which the details are not quite as familiar. In the latter children will have to make up the exact words. Stories from *The Tree Dwellers*, *The Early Cavemen*, and *The Later Cavemen* as well as Indian and Eskimo stories lend themselves to dramatization. In these the scenes, the characters and the words of the speakers will have to be developed step by step as a class exercise. If any step is to be recorded, it should be done on the blackboard by the teacher after the children have told what to write. A play based on a story of the Blackfeet Indians was worked up in this way in the first grade at the State Normal College Training School and is given in the *Training School Course of Study in Language*.

Common errors

Sentence inflection

There is a pernicious habit many children and some teachers have of ending sentences with the rising inflection. Teachers should not allow this to start in the first grade and then there will not be a habit to break later. It seems almost contagious. If one child does not lower his voice at the end of a sentence, the entire school and even the teacher may soon acquire the habit. Teachers should be constantly on the watch for this.

Errors of speech

Forming correct speech habits and overcoming specific errors should have daily attention. See Development of Correct Language Habits in General Suggestions of this course of study. One error should be attacked at a time and an abundance and variety of practice with the correct form provided until success is assured. But the correction of all errors made by children should not be neglected. Repeated opportunity should be provided for practice on all of them.

The following errors should be corrected by frequent repetition of the correct form and by games:

I done it.	It was me.
I seen him.	I ain't got no apple.
I run to school.	Mary, she said—.
He knowed it.	Me and him went.
He ain't here.	It was me.

For game to correct "It is me," "It is him," "It ain't:"

A child stands in the corner blindfolded. Another pupil stands beside him not blindfolded. A third child steps up and taps the first one on the back. Number one says, "Who is it?" The child who did the tapping says, "It is I." The blindfolded pupil then gives the name of the child he thinks it is. If he guesses correctly, the pupil not blindfolded says, "It is he," or "It is she." If not, he says "It isn't she," or "It isn't he." "It isn't Miss———" (Actual practice indicates that the contraction "isn't" is more effective in overcoming the use of "ain't" than is the form "is not." The latter, "is not," seems stilted to the child, and besides, he fails to see its relation to "ain't." It is therefore preferable to use the form "isn't" in teaching children to overcome the use of "ain't.")

STANDARDS FOR PROMOTION

1. Ability to give orally three or four sentence compositions not joined by *and* showing some unity (keeping to the point).
These should be as good as the models given in this outline.
2. Marked evidence of sentence feeling in conversation.
3. Ability to repeat not fewer than three short poems.

4. Freedom and ease in dramatization.
5. Capitalization of all sentences in building sentences; period or question mark at the end of the sentence.
6. Capitalization of pupil's own name and address.
7. Marked improvement in enunciation.
8. Marked improvement of use in conversation of correct forms of expression drilled on.

SECOND YEAR

AIMS

1. *To secure greater ease and fluency in oral expression.*
2. *To strengthen sentence feeling.*
3. *To develop variety by the use of the question and the exclamation.*
4. *To lead children to keep to the point and to express their ideas in an orderly way.*
5. *To develop in children a right attitude toward distinct enunciation, correct speech, and good tones and a prejudice against a rising inflection. (See Enunciation and Pronunciation in spelling course of study for third and fourth years.)*

TEACHING CHILDREN HOW TO TALK

All of the suggestions given in the first year outline should be re-read by the teacher and followed thruout the year. At least five-sixths of the language time should be devoted to oral work.

Good beginnings and endings

Poor results of composition work in the elementary school have been due largely to lack of definiteness of emphasis in each year. The second year pupils should not be expected to talk at any greater length than they did in the first year (three to five sentences), but they should be expected to produce a better quality of work, to show greater freedom and spontaneity, and to begin to develop technique by improving the beginning and ending of their compositions.

"I have" and "I like" are two common sentence beginnings that lend nothing to the interest of the composition. They should not be accepted. Constructive helps are needed that will stimulate ideas for better beginnings and endings. For example, when children are asked to make stories about the birds' return, the teacher may suggest an opening sentence and those that follow by saying, "In your first sentence tell where the robin has been all winter. Then tell why he came back. We would also like to know where you first saw him." The result should be somewhat as follows:

The robin has been south all winter.

It became too warm for him in the South.

He flew to his old home in the North.

I first saw him on our gate.

He was singing his evening song.

Directions, such as given above, also help children to keep to the point.

Vocabulary

Children should be encouraged to use new words in their compositions and to do so without becoming selfconscious. The outline of subject matter suggests a great many new ideas that come from history, nature study, and hygiene. New ideas are accompanied by a larger vocabulary. However, the new words are not adopted readily by children without encouragement. When studying the home activities in the fall, preserving food for winter, and how the squirrel stores nuts, the words *stores*, *thrifty*, *pouches*, *bulge*, will naturally be used by the teacher and should be used again by the pupils without making their use forced. If a child says in his story, "He puts his food in the hollow of a tree," the teacher may say, "I know a better word than 'puts.' " By such suggestions a composition like the following should result:

The squirrel carries nuts in pouches in his cheeks.

His cheeks bulge with food.

He stores his food in hollows in a tree.

The squirrel is a thrifty little fellow.

Class criticisms

Constructive suggestions or criticisms, as mentioned in the last paragraph, should be given in class, the children helping each other as much as possible. An illustration of the kinds of criticism to employ and the method of handling such criticisms are given by Sheridan in *Speaking and Writing English*. After a child has given a trite sentence, such as "I like my doll very much" Sheridan suggests, "Criticise such productions after this fashion: 'Of course you do. Every one likes a new doll or a gift of any sort. We can't be interested in that. Tell something about your doll that we *don't* know.' Children in this year become very keen in regard to flat beginnings and uninteresting endings."

Models

In addition to the models above, the following is included as a standard of quality to expect of oral composition work for second year.

Oral composition following the study of fall activities on the ranch:

The men threshed daddy's wheat.

The chaff blew into my eyes.

I cried because I couldn't see.

The threshers called me a cry baby.

WRITTEN WORK

The seat work suggested as preparation for written work in the first year outline should be continued this year. At the beginning of the year building original sentences from phrase and word cards is all that teachers should expect.

Copying and dictation

After a few weeks of school the teacher may write on the blackboard an oral story given by the children for them to copy. Before they copy she should call attention to the capital at the beginning of each sentence and the period (or question mark) at the end of the sentence. She should also call attention to the way words are spelled.

In order to fix the habit of beginning sentences with capitals and ending with periods there should be occasional dictation of short sentences, the children writing at the blackboard. Class criticism of the sentences should follow. The greater the importance the teacher attaches to correctly written sentences, the better the results.

Method of teaching written composition

Oral work should always precede written work in every grade. After children have talked on a given subject and praise has been lavishly bestowed on efforts at originality, the teacher may ask, "Wouldn't you like to write those stories? I have one of mine on the black board. You may read it and then you may write yours. See how unlike mine you can make your story. The best stories we'll read in class and you may vote on the one you like best."

Class criticisms

This kind of a lesson should invariably follow a written composition lesson. It may be conducted very much like the criticism lesson of the oral composition suggested by Sheridan. At least one of the compositions should be copied on the board for intensive study. Any changes that are suggested and accepted should be made in writing so that pupils can *see* the change as well as *hear* it. Criticisms should, of course, be constructive and should fall under the following heads:

Sentence structure

Originality

Vocabulary used

Capitalization and punctuation

Spelling

Neatness

Spelling

Children will want to use more words than they can spell. The teacher should anticipate these and in the oral lesson preceding the written work ask children how they think the word should be spelled, as she pronounces it slowly, syllable by syllable. Then she may write it on the board. For example, children may wish to write about popping corn. The teacher should anticipate that *pop* and *popper* will naturally be used by the children, so she may ask how they think *pop* should be spelled. She may write what the pupils give on the blackboard and then say that the first part of *popper* is spelled just the same. Then she may spell orally and write the latter word for the class.

SOURCE OF MATERIAL

As in the first year, there must be something to talk about before children can be expected to give compositions.

Content material

The content material as in the first year is, in this course of study, based on nature study and hygiene. This makes for unity of work and also makes project teaching easier.

Fall months

1. *Fall activities*

a. Dependence of city people on the food raised by farmers; crowded conditions in the cities; what father needs from Butte, New York, and other cities; what father and mother get from the fathers and mothers of Belgian, French, Chinese, and Japanese children.

b. Mother's work in preserving food for winter; how children can help to save; duty of conserving food; story of the home gardens of children; thrift as illustrated by the squirrel.

Picture study: Millet, *Feeding the Hens*, *The Gleaners*, *Woman Churning*

Story of Ruth (from the book of Ruth in the *Old Testament*)

c. How children may help in the home: air the bed in the morning; set the table; dust; prepare lunch for school; bathe the baby.

2. *Nature*

a. Flowers:

Flowers raised in mother's garden; names and recognition of all the common cultivated and wild flowers of the community; how to beautify the home by flowers; fresh flowers for dining room table; how children can help.

b. Insects:

Comstock, *Handbook of Nature Study*, pp. 372-374, 316-327. Study of the cricket observed from watching development in jar (feed fresh pieces of apple daily); homes, feeding habits, methods of moving about.

Outline for insect study: number of pairs of legs and wings; number of parts of the body; location of mouth and eyes; home; food; what it does in winter; changes that take place in spring. Caterpillars collected and studied; collect cocoons and study; cocoon, the house of the caterpillar, how made; cocoons saved for spring; observation of awakened life.

c. Animals:

Comstock, *Handbook of Nature Study*, pp. 261-267, 275-307

Those of use to man; the food they eat; how they chew their food; notice head, feet, position of ears; how they lie down; animals which are dangerous or destructive; habits, home, food. Stories of wild animals.

3. Shelter

Getting our homes ready for winter; what father does; mother's part; where supply of fuel comes from; putting on double doors and windows; need of providing ventilation; how; getting out winter bedding; care of bedding in the winter; how children can help make home comfortable and happy in the winter; how to spend winter evenings.

Poem Study: Stevenson, *The Land of Story-Books*, from *Riverside Third Reader*, or *Good Night* from *Child's Garden of Verses*

4. Thanksgiving

End of harvest season; how Pilgrims and Indians helped each other; story of Pilgrims in Holland; the first homes and churches of Pilgrims in America.

Picture study: Boughton, *Landing of the Pilgrims*

Winter months

1. Shelter of primitive people

a. Dopp, *The Tree Dwellers*, Chaps. III, IV, XXIII, XXIV, XXV: Reasons for home in trees; beginning of family life after discovery of fire; huts.

b. Dopp, *Early Cave Men*, Chaps. II, III, IV: The Fire Clan; caves of wild animals as shelters; how fire was made; how they learned; beginning to work together.

c. Dopp, *Later Cave Men*: new additions to their cave homes; tent huts; tents of skin; how they learned to have a leader and obey him.

2. Christmas

The home at Christmas; fireplace in colonial homes; Christmas customs in other lands; (*The Plan Book—Winter*, Flan.); Christmas giving to members of family, sick people, Red Cross, poor children.

Poem Study: Moore, *'Twas the Night Before Christmas*, (in part) *Progressive Road to Reading III*; or Dodge, *Christmas*, *Natural Method Second Reader*

Picture Study: Correggio, *Holy Night* or LeBrun, *Mother and Child*

3. *Shelter of other primitive peoples*

- a. Eskimos; igloo home, how constructed, heated, lighted.

References:

Shaw, *Big People and Little People in Other Lands*, Am. Bk.

Smith, *Eskimo Stories*, Rand

Schwatka, *Children of the Cold*, Ed. Pub.

Peary, *The Snow Baby*, Stokes

b. Indians of Montana: tepee; family life; primitive agriculture; how they made fire; cooking; pottery; basketry; use of native materials; transportation; exchange of trade; wampum and shells.

References:

Judd, *Wigwam Stories*, Ginn

Fox, *Indian Primer*, Am. Bk.

Husted, *Stories of Indian Children*, Pub. Sch.

Story: some Indian legend, preferably Indians of Montana. Story of Sacajawea.

Reference:

Chandler, *The Bird Woman of Lewis and Clark's Expedition*, Silver

4. *February, a patriotic month*

Washington: a picture of Mt. Vernon; his mother, playmates; games, school days; his dress; how people lived at that time. Memorize *America* or Sangster's, *Washington's Birthday*, *Natural Method Third Reader*.

5. *Shelter of wild animals during winter*

Wild animals and their winter homes; warm shelter for cattle and poultry; need of ventilation in barn and poultry houses as well as in houses and school houses; Nature's method of keeping animals warm by giving them a heavier coat for winter. (Comstock, *Handbook of Nature Study*, pp. 229, 236.)

Spring months

1. *Nature's preparation for spring*

a. Comstock, *Handbook of Nature Study*, pp. 25-147. First sign of returning birds; during the spring study one or two birds in detail; when it returned (if it migrates), color, principal markings, song, place of nest, how nest is made, time of nesting; work of father and mother birds in building nest and taking care of young; size, color, and number of eggs.

b. Weather observations; longer days, thaws, softening ground, swelling of buds, first signs of flowers, cattle and other animals put off winter coat, hens shed feathers, frogs come out of mud.

c. Germination of seeds; difference in depth of planting of large seeds, small seeds; food of plant bulbs as a good illustration. Comstock, *Handbook of Nature Study*, pp. 495-496.

2. *Homes of the community in the spring*

Location of a home; air, light, sunshine, shade, protection from winds, scenery, work of the carpenter and mason in building the home;

excavation, foundation, framework, roof, etc., rooms in the home, cross ventilation, sunshine, choice of wall paper, paint, rugs, furniture to show harmony of color and design. How children may help to keep the house clean and ventilated.

3. *Nature*

a. Preparation of home garden (see course for first year).

b. Comstock, *Handbook of Nature Study*, pp. 181-189. Study of toad, its color; number of feet; toes on each foot; kind of food; use to man; manner of drinking; children's duty of protecting toads; story of Celia Thaxter's toads.

c. Spring wild flowers: Comstock, *Handbook of Nature Study*, pp. 496-591, 684-698. (See first year.) Flowers from trees (pussy willow, apple, etc.); plants that have no blossoms (ferns, mosses, lichens).

Picture Study: Millet, *The Sower*, or Breton, *Song of the Lark*.

4. *May day*

Custom of hanging May baskets for friends and "shut-ins."

Health work

See General Suggestions for hygiene and physiology course of study.

Poem study

The names of poems for this year are given in foregoing pages. For method of procedure in teaching a poem see first year course.

Picture study

For names of pictures see foregoing pages and for method of teaching see first year course.

Dramatization

See suggestions in first and fifth year courses of study, also in State Normal College Language Course of Study for the Training School.

Common Errors of Speech

Vigorous work, particularly on those forms that give children difficulty, should be continued as in the first year. See Development of Correct Language Habits in General Suggestions at the beginning of this course. As in the first grade, give chief emphasis to one error at a time and supply an abundance of practice. Teachers should not be discouraged because of apparently small gains in overcoming errors. This is

a matter of slow growth, but continued efforts are bound to yield results. Practice should be given frequently in the use of the correct forms of the following:

Incorrect

I drawed a picture of a chicken.
 He hadn't ought to say that.
 I sung a song.
 Alice et the orange.
 I don't know no poems.
 You was there, wasn't you?
 I ain't been absent a day.
 He took it hisself.
 They would of played with me.
 There was two cars in our barn.
 I dono what you mean.
 My mother was to home.
 Them apples are sour.
 He knowed I was sick.
 I seen where her hat is.
 She don't listen to me.
 I done what you said.
 That boy was the one what told me.

Correct

I drew a picture of a chicken.
 He ought not to say that.
 I sang a song.
 Alice ate the orange.
 I don't know any poems.
 You were there, weren't you?
 I haven't been absent a day.
 He took it himself.
 They would have played with me.
 There were two cars in our barn.
 I don't know what you mean.
 My mother was at home.
 Those apples are sour.
 He knew I was sick.
 I saw where her hat is.
 She doesn't listen to me.
 I did what you said.
 That boy was the one that told me.

Technical work

In addition to the review of capitalization of first word of a sentence and the child's own name and punctuation at the end of a sentence the following should be taught:

1. Capitalization of names of all people (as well as that of the child's own name).
2. Capitalization of days of the week, months of the year, holidays.
3. Good form of heading for papers:

Mary Brown

Grade 2

STANDARDS FOR PROMOTION

1. All standards given at the end of the first year outline.
2. Habit of using complete sentences practically fixed.
3. A marked improvement in beginnings and endings of compositions.
4. Practically as much ease and spontaneity in three and four-sentence written compositions as in oral compositions.
5. A beginning in the use of questions and exclamations in compositions.

6. Capitalization of all written sentences and the correct mark of punctuation at the end of the sentence.
7. Marked improvement in enunciation over that of last year.
8. Marked improvement in the use of correct forms drilled on.
9. Ability to repeat at least three short poems learned this year.
10. A marked improvement in freedom and naturalness in dramatization over that of last year.

THIRD YEAR

AIMS

1. *To deepen the feeling for the sentence by*
 - a. *Eliminating too frequent use of "and," "so," and "then."*
 - b. *Training children to think a sentence thru before speaking it.*
2. *To lead children to talk and write in a more orderly way than in previous grades and to keep to the point.*
3. *To secure variety by the use of the question and the exclamation.*
4. *To write independently and with some originality a paragraph of three or four sentences.*
5. *To strengthen the habit of speaking distinctly in an easy, natural tone of voice. (See Enunciation and Pronunciation in course of study in spelling.)*

TEACHING CHILDREN HOW TO TALK

Teachers should reread the suggestions in regard to developing ability to talk in sentences as given in the first and second year courses. Especially should the following suggestions be heeded:

1. Get children to talk in sentences.
2. Prevent children from connecting sentences by "and," "so," and "then."
3. Get children to keep to the point by narrowing the topic to a small phase of a story.
4. Secure good beginnings and endings.

Four-fifths of the language work this year should be oral. Better sentences will be developed if teachers will insist on children's thinking thru their sentences before speaking them.

Class criticisms

More can be done to improve compositions thru class criticisms than by any other means. General criticisms like "Good," "Not very interesting" or "I like it" are practically valueless. The suggestions below are intended to help teachers to develop in pupils the ability to give specific criticisms:

For doing away with time element

Conversations of adults as well as of children are all too frequently only a cataloging of events:

We went to town Saturday. Our car broke down on the way. We had it repaired at a garage. Then we drove out to the park. We reached home after dark.

Children should be lead to see that such a story has no interest for the listener. The fundamental difficulty is the

breadth of topic. In a composition of that kind, children may be asked to tell which sentence has the most interest. (Our car broke down.) Then other sentences had better be omitted entirely and children asked to tell more about that one thing. With the beginning sentence agreed to, children may now contribute other sentences; such as,

Our car broke down on the way to town. Father was driving so fast we were almost thrown over the side of the car. Alice and I screamed but father and mother just held their breath. Father said he had learned his lesson. He would never drive fast again.

After several contributions have been given and children have agreed to the best composition, a comparison may be made between that and the original composition to show that tho the former was composed of sentences, these sentences were really topics and that nothing had been said about any one of those topics.

For keeping to the point

I have a new doll. My aunt gave her to me Christmas. I have named her Bessie. Mother is going to make her a dress. I am going to bring her to school some day.

This composition has somewhat the same weaknesses as the previous one tho it does not list events according to time. It needs, however, to be treated about the same as the other in order to get children to keep to the point and not to talk about too many things.

For better beginnings and endings

The following record of a lesson to improve endings is given in Sheridan's *Speaking and Writing English*. The following composition was put on the board as it was given by a child:

"Near my house there are some pigeons. They came to my piazza. I gave them some crumbs. They ate them."

The teacher discussed the weakness of the closing sentence. She asked for a better sentence that would fit with next to the last sentence. The following were contributed by children:

1. When they eat a crumb, they look around to see if anyone is coming.
2. I think they are tame to come on my piazza.
3. I think they'll come all summer.
4. If I do not scare them away they will come all summer.
5. They take it in their bills and carry it away.
6. They eat out of my hand because they are tame.
7. They didn't leave a crumb, because they were hungry.
8. When I move away, I'll be sorry to leave them.

Vocabulary

See second year course of study for suggestions. In studying the Lewis and Clark expedition, for example, children's vocabulary may be enlarged by encouraging the use of the following words: *fur traders, overland, wilderness, loneliness, guide, trails, route.*

Models

About the following standard of quality of oral composition should be expected in the third grade:

Oral composition following the study of hunting and fishing period:

My brother took me to see the woodchuck he caught in a trap. I didn't want to touch it. I felt sorry for the poor thing. When I am grown up I am not going to kill animals. Are you?

WRITTEN WORK

As in the second year, written work for the first part of the year should be done in class, largely under the supervision of the teacher. Later independent original work should be the aim.

How to develop written compositions

Written work for all grades should be an outgrowth of oral work. All of the written work for the first part of the year should be done on the blackboard.

First, children talk about the topic at hand. After satisfactory oral stories have been given, the teacher may ask children if they wouldn't like to write a story similar to those just given orally. At all times children should be directed to think their sentences out carefully before they write them.

Mahoney in *Standards in English* suggests that teachers give models and pupils imitate them. He gives the following for illustration of what can be done:

Teacher's Model:

The First Snowstorm

What a stormy day! The snow is piling up drifts. It comes in at the windows. I have to play in the house.

Child's Imitation (modeled on the above):

A Winter Day

What a cold day it is! Jack Frost has come at last. He sends the leaves flying. I have to play in the house, or he will bite my nose.

Paragraph form

In the second year children made a new line for every sentence. Now children should be able to write their sentences in paragraph form. This brings an added difficulty for there is a

stronger tendency to run sentences together than when sentences stand out prominently each in a line by itself. Therefore, the greatest precautions should be taken to keep the sentence feeling whether sentences are in paragraph form or not. Too much stress cannot be put on this. Some teachers use the device of making periods much larger than they ordinarily should be in order to give prominence to the end of the sentence.

Class criticisms

These should continue the same as were suggested for oral work.

SOURCE OF MATERIAL

Content material

To unify the work in history, nature study, and hygiene and also to give children plenty to talk and write about, the following content material is offered. *It is intended only as a suggestion of the material that may be used to secure good language results.*

Fall months

1. *Fishing, trapping, and hunting stories*

Fishing experiences during vacation; trapping and hunting stories of other members of the family. Experiences with wild animals.

2. *Indian hunting and fishing periods*

a. Indians of the plains; Pueblo Indians; Eskimos. Weapons used by each of the three classes of Indians and how made; bow and arrow; traps, nets, spears, hooks; games taught; use.

Poem Study: *The Arrowmaker* from *Hiawatha*

b. Indian canoe and dugout; how constructed.

Poem Study: *Hiawatha's Fishing*. Study of picturesque words used by Longfellow in his poem. Draw in crayola a landscape of some Hiawatha scene.

c. Work of squaws in preserving fish and game; skins saved and dressed for clothing and tent making; method of dressing skins.

d. Utensils for cooking and other purposes; how made, decorations and their significance; use of mortar and pestle in grinding grain. (Driggs, *Live Language Lessons, Elementary Book*, p. 147.) Children make a jar or vase of native clay (if there is any) in Indian design. See *Riverside Third Reader*, p. 178.

e. Plants used by Indians when white man came; potato, pumpkin, corn, tobacco. Indian method of cultivation. How they fertilized corn. Influence of these plants on the world; dependence of the world on potato and corn crops. Corn and maize still not well known in Europe. Stories of Indians raising corn: their autumn corn festivals; compare with our Thanksgiving or harvest festival. See *Riverside Third Reader*, pp. 176-186.

Indian corn dance, improvised at recess. *Riverside Third Reader*, p. 182. In sections where corn is raised make corn husk baskets of soft colored husks gathered after the first frosts. Make similar to pine needle baskets, using narrow strips of husks sewed with raffia, carpet warp or strips of cat tail leaves. See *Pine-needle Basketry in Schools*, Bur. Ed.

f. Buffaloes of Montana: (Comstock, *Handbook of Nature Study*, pp. 18, 295.) Buffalo trails and "wallows" and their significance; buffalo hunting with decoys; trapping other animals; spearing fish; weirs; the Indian horse and dog.

g. Indian spinning and weaving; significance of designs on tepees, blankets, moccasins, etc. Indian picture writing. For seat work children make Indian design for cover of Indian booklet.

3. *Thanksgiving*

Significance of day. How we came to celebrate Thanksgiving; what we owe the Pilgrims; voyage of the Mayflower; contrast with ocean voyage of today; the landing; first winter; their homes; furniture; occupations of mother and daughters; father and sons; school, church, call to church, length of sermon, tithing man; preparation for the first Thanksgiving; Indian visitors; what they taught the Pilgrims.

Picture Study: Boughton, *Return of the Mayflower*

Poem Study: *Mondamin* from *Hiawatha*

Winter months

1. *Characteristics of the Indians*

a. Indian religion: The Great Spirit, Indian legends (any Montana legends). See stories by Linderman in *Natural Method Fourth Reader*.

Stories of the honesty of Indians; friendship for white man; Indian cruelty usually traceable to injustice of white man or "fire water," introduced by white men. Indian love of nature. Local Indian stories.

b. Study of *Hiawatha*: how Nokomis brought up the little *Hiawatha*; what she taught him about nature, also see Eastman, *Indian Boyhood*.

Children dramatize *Hiawatha* at recess. This may be used for Thanksgiving exercises.

c. Passing of the Red Man; diseases of Indians; lack of cleanliness; tuberculosis follows confinement in houses. Name and location of Indian tribes still left in Montana.

2. *Christmas*

The first Christmas: story of Joseph and Mary at the inn; adoration of the wise men and the shepherds.

Poem Study: Tate, *While Shepherds Watched Their Flocks by Night* or Dodge, *Christmas, Easy Road to Reading Third Reader*

Picture Study: Raphael, *Madonna of the Chair*

3. *Pastoral stages in Asia*

The teacher will find material in Guerber, *The Story of the Chosen People*; Baldwin, *Old Story of the East*; Bible Stories; Andrews, *Seven*

Little Sisters, Ten Boys. (This should be an outgrowth of the Christmas story.) Children make a desert scene on the sand table—Hebrew tent, clay models of camels to represent caravan.

The shepherd today and the shepherd of Christ's time; difference in dress and method of living; how sheep were domesticated; how they obtained food; care of the young; domestication of camels; products secured from herds and flocks; change of pasture. Abraham and his people; how they lived; captives in battle used as herdsmen; agriculture practiced at that time; use of wheat, barley, wine, olives; method of harvesting, threshing, cleaning, and grinding wheat and barley; clothing and utensils.

4. *Old Testament stories*

Abraham's religion; belief in one God; early human sacrifices; social customs of the time. Stories of Isaac and Jacob. Story of Joseph in Egypt. The famine and the entrance of the Hebrews in Egypt; birth of Moses; escape from Egypt; wanderings in the wilderness.

Later Hebrew history: Saul; David, psalms of David. Study twenty-third Psalm.

Picture Study: Guerin, *The Flight Into Egypt*

5. *February, a patriotic month*

Story of the American flag. (Driggs, *Live Language Lessons, Elementary Book*, pp. 90-92.) The first flag; Betsy Ross; Betsy Ross' house in Philadelphia today; church which Betsey Ross, Franklin, and Washington attended; significance of the colors in the flag and the number of stars and stripes. Why Montana has a law that every school shall have a flag. Flag salute.

Poem Study: *America*

6. *Local history*

A hundred years ago; nearest Indian tribe; wild beasts and fowls to be found. Story of Lewis and Clark; the preparation for the journey; Lewis and Clark's party; Sacajawea the guide; journey up the river; route across Montana; crossing the Bitter Root; route to coast. Early fur traders; when; how animals were trapped; the first travelers overland from the East; cattle, horses, implements, and household goods brot with them; description of the wagon and journey; loneliness of the wilderness; search for a location with good drinking water; building the first houses; breaking the ground; the first crops; how the family lived; their food; arrival of neighbors. First roads; trails made by buffaloes; marking a trail; first wagon roads; first wagons used by Indians and first white men; later four-wheel wagons; stage coach.

Make an immigrant train on the sand table. Model in clay buffalo and other wild animals.

Spring months

1. *First signs of spring*

a. Buds, pussy willows, causes of swelling buds; rings showing yearly growth; age of branch as indicated by number of rings; how to

distinguish between a leaf bud and fruit bud. (Comstock, *Handbook of Nature Study*, pp. 726-816). Gather pussy willows and other budding branches. Identify each.

b. First spring flowers; use the flower chart with first and second year pupils. Names of all spring flowers found in the community. (Comstock, *Handbook of Nature Study*, pp. 496-593.)

c. First birds: birds that stayed through the winter; food on which they lived; observe them gathering insects in the spring. Study of bluebird.

Children may be encouraged to make bluebird houses outside of school hours. Choose a "class tree," (if there are any in or near the school yard) for location of best houses made. Keep a bird diary recording points mentioned as they are observed. Make a bluebird cover for diary.

d. Competitive plant raising contests, nasturtium or balsam; preparation of soil; drainage of pots; dept of planting; need of light, air, moisture. (Comstock, *Handbook of Nature Study*, pp. 620-622.) These should be planted in pots brought from home and all planted on a given day. Exhibit of plants last week of school. Give blue, red, and white ribbon prizes for three best plants.

e. Class tree; plant on Arbor Day; best kind of tree for locality; how procured; preparation for planting; care after planting until close of school; plans for summer care. Map of locality showing best trees with names. Plant a class tree.

Health work

See General Suggestions in hygiene and physiology course of study.

Poem study

The names of poems for this year are given in foregoing pages. They should be taught at the time indicated when they naturally fit into other phases of language work. The method of teaching a poem in the third year differs but little from that suggested in the first year language course. See also the second year reading course of study for method of introducing Thaxter's *The Sandpiper*. Poems taught in pervious years should be reviewed. The children should now have a mastery of not fewer than nine poems. See Memorizing in General Suggestions in this course.

Picture study

For titles see foregoing pages and for method of teaching see first grade course of study.

Dramatization

See suggestions in first and fifth year courses, also the language course of study for the State Normal College Training School.

Common errors of speech

Continued practice should be provided for overcoming common errors of speech. Read again the suggestions for this work in first and second grade language and also Development of Correct Language Habits in General Suggestions for this course. Frequent practice should be given in the use of the correct forms of the following:

<i>Incorrect</i>	<i>Correct</i>
I never give her that book.	I never gave her that book.
The window is broke.	The window is broken.
Won't you leave her go with me?	Won't you let her go with me?
Hazel don't know her lesson.	Hazel doesn't know her lesson.
I brung it this morning.	I brought it this morning.
Have you went for the book?	Have you gone for the book?
This is yourn.	This is yours.
I am a-goin' home.	I am going home.
That sentence is worser than this.	That sentence is worse than this.
These kind of apples are sour.	This kind of an apple is sour.
The kitten was drowneded.	The kitten was drowned.
They was singing too loud.	They were singing too loudly.
She looks like she was sick.	She looks as if she were sick.
Them belong to the teacher.	Those belong to the teacher.
I can't think of nobody.	I can't think of anybody.
Her and me were late.	She and I were late.

Technical work

There should be eternal vigilance in the correct use of technical forms given in the first and second year courses. The following new forms are to be taught this year:

1. Capitalization of Montana; the name of the school the child attends; O, when used alone.
2. Period after the abbreviations Mr.; Mrs.; St.; Mont.
3. Indentation of paragraphs

STANDARDS FOR PROMOTION

1. All standards given at the end of first and second year courses.
2. Strong evidence that the habit is being established of thinking a sentence through before it is said or written.
3. Practical elimination of unnecessary "and's," "so's," and "then's" in either oral or written composition work.

4. Growing use of questions and exclamations.
5. A marked improvement in keeping to the point in oral and written work.
6. Much more distinct speaking than in previous years.
7. A critical attitude toward children's own work.
8. Better beginnings and endings in composition work than in the second grade.
9. Indentation of paragraphs.
10. Correct use of technical forms given above.
11. Ability to repeat three short poems learned this year.

FOURTH YEAR

AIMS

1. *To lead children to differentiate between sentences that add interest to the topic and those that are superfluous, off the point, and colorless.*
2. *To secure clear, low, natural tones, and distinct enunciation. (See Enunciation and Pronunciation in spelling course of study for grades three and four.)*
3. *To teach children to write interesting one paragraph letters applying the principles of composition that have been taught previous years as well as this year.*

TEACHING CHILDREN HOW TO TALK

Three-fourths of the language time of this year should be devoted to oral work. The importance of the sentence and the elimination of excessive use of "and," "so," and "then" may not yet have made the impression that it should have. Too much stress cannot be put on this. Questions and exclamations should be frequently and easily used by children this year.

There has been a gradual progression from year to year in teaching children how to talk. Unless teachers reread the suggestions given in the course for each of the first three years there will be important steps in the development which they will be likely to neglect this year.

Limiting the length of talks

Children of the fourth year have broader experiences than children in lower grades. If the school room atmosphere is what it should be, pupils will be almost sure to talk at too great length and to give too many details. Their talks must be guided but their feeling should not be suppressed. It cannot be too strongly emphasized that quality is what the school should work for and that quantity should be limited to what can be carefully planned and executed from the standpoint of interesting and correct sentence structure. The sentences, tho largely simple, will naturally be longer—have more word and phrase modifiers—but the number of sentences in a single talk should still be limited to four or five.

Helping with opening sentences

Children who still have difficulty in making their sentences interesting, may often be stimulated to more picturesque ways of saying things by being given a good opening sentence for a story, such as:

1. If you want a kite that will surely fly, make it as I made mine.
2. A wood tick is an insignificant but bloodthirsty little creature.
3. In our barn is an old sleigh brot from Canada.

Original riddles

A beginning in good descriptions may be encouraged by telling riddles. The teacher will first have to set a good example by telling a few, after she has carefully planned her sentences. The following is a good example for the teacher's model:

What Is It?

His home is down in a corner behind our barn. He works clumsily, for his body is big and fat and his legs are short. He has a funny little curly tail. He eats a great deal and just gobbles his food as fast as he can. There is nothing he loves so much as rolling in a big slushy mud puddle.—Pearson and Kirchwey, *Essentials of English, Middle Grades*

Vocabulary

The broader the experience, the larger should be the vocabulary. However, fourth year pupils sometimes experience as great a poverty of words with which to express themselves as second or even first year pupils. Some children do not use new words readily unless there is strong encouragement. Premium should be put on the use of new words in the vocabulary and this kind of growth made popular. For example, when reading Christmas stories and poems and making plans for Christmas, children will naturally come in contact with the following words and expressions and should in their own talks use them:

secretive	good will
mysterious	joy of giving
peeping	Christmas spirit
joyous	yuletide
merriment	

Class criticisms

This topic is rather fully worked out in the third year outline. The suggestions given will apply to the fourth year as well.

Model

The following model taken from Sheridan, *Speaking and Writing English* indicates the quality of work that should be expected of fourth year pupils. It should be noticed that the topics are very narrow in scope, every sentence makes a real contribution to the paragraph and there is a naturalness and sincerity of expression.

She Was Real

My brother and I saw Baby Alice, the big fat girl, in the circus last week. My brother said she was stuffed and I said she wasn't. To prove it I bumped into her and found that I was right.

In the model above, for example, the topic is narrower than "What I Saw at the Circus," even narrower than "The Fat Girl in the Circus." It discusses one small phase of the fat girl—was she real? There are no superfluous sentences to begin or end the paragraph, such as "I like to go to a circus." Naturalness and sincerity of expression are illustrated in the sentence, "To prove it I bumped into her." The composition is given as one child would talk to another and at the same time there is more commendable English than in the majority of children's conversations with each other—correctness of sentence structure, unity, and smoothness.

WRITTEN WORK

Even in the fourth year not more than a fourth of the language time should be devoted to written work. The blackboard should be used freely by both teacher and pupils as suggested for the third year. The method of developing written compositions and the method of teaching children to become constructively critical of their own and each other's work should differ but little from the suggestions given in the third year course.

Language correction lesson

The following language correction lesson may be adapted to any grade from the third thru the eighth.
Composition to be corrected:

How I made a Snow Man

"First I rolled a ball for his head and then for his body. I made a little larger ball and then for his arms. For his eyes I got atwo pieces of coal and for his Mouth I got a piece of stick. When the sun came it Melled him away."

1. Teacher's mental criticism and preparation

The writer will be able to discover a few of the technical mistakes (at least, 'a got atwo'), so his paper will be handed back to him to make independently what corrections he can. The story will then be copied on the board, as it will be much easier for children to focus attention on definite points than it would be if the paper were read aloud to the class. The heading is well capitalized. On the whole the writer has maintained a logical order. The children will be able to find most of the technical errors not corrected by the author. I shall have to help them to reorganize the first sentence. The class must now be led to see that an account of an experience must be more than a catalog of events. Then my chief aim will be

2. Aim: To lead children to make the account of their experiences more interesting.
3. Procedure:

Teacher's Part

"Ted (the writer of the composition which has been copied on the blackboard) has some excellent points of this story. See if you can find one good point in the way he wrote the name of his story." (Praise is given first.)

"What is your opinion of the order in which he has listed the things that he did as he made the snow man?"

"Can you help Ted to make his story a little more nearly correct?" (This is put in the positive. Destructive criticism is avoided.)

Ted (if he can reach) or the teacher makes the corrections as they are given by the children. (This is very important.)

"Look at the first part. Did he do at once all of the things he mentioned? Study the story to see when the first bit of work was done; the second. Who is ready to show this on the board?"

"Does that first *and* satisfy you?"

"Study to see what is wrong and how we can improve the next, *and then for his arms.*"

Changes are made as children give correct suggestions.

"Do you notice what a good variety Ted has for the beginning of his sentences," the teacher remarks as she reads the first three sentences slowly.

Pupil's Part

Pupils comment on the good capitalization.

"I think he would make the body before the head. The rest of the story is told in the order in which he probably made the snow man."

Children give the correct spelling of *melted*. They say that *mouth* and *melted* should begin with small letters and that *When* is the beginning of a new sentence, so a period should be placed after *stick*.

"No."

Child puts in a period after *head* and another after *ball*.

"No, it isn't needed," as pupil crosses out *and*. Comments:

"*And* is the beginning of a new sentence so it should begin with a capital."

"*And* isn't needed but *for* should begin with a capital."

"It is not finished. It should read 'For his arms I made two long snow balls' "

"But there are now three sentences that begin with *For his.*"

"Suppose we leave the first sentence that begins with *For his* as it is. How can the next one be changed?"

"Good. But can you think of anything even better? What do you suppose Ted said to his chum when the eyes were finished?"

"Is there a better word than *coal*; than *looking*, as long as you have *look* in the same sentence?"

Teacher erases the original sentence and substitutes the new one just offered.

"Now how can we make that next sentence just as good as the last one?"

"Which sentence do you like best? Why?"

"Good! But can't you change that sentence a little to make it just as Ted would talk?"

"Isn't that a splendid sentence, children? That is the kind of a sentence we want to find often in your compositions—sentences just as you talk."

"Does that last sentence of Ted's make the story any better?"

The rewritten story is read aloud as a whole.

The rewritten story then reads, "First I rolled a ball for his body. Then for his head I made a little smaller ball. For his arms I made two long snow balls. His two coal-black eyes looked as if they were staring right at me. I laughed until I could hardly stop to see his mouth made of a curved stick."

4. Assignment: Would you like to have this story left on the board to see if you can not make those first three sentences *just as you would talk*? When you have them done, you may copy the rest of the story as it is. Then in class tomorrow we shall read the stories aloud and you may vote on the best story.

"Two pieces of coal made his eyes."

"His two coal eyes look as if they were looking right at me."

Suggestions:

(1) "Black" "coal-black." The latter accepted.

(2) "Staring." "Blinking."

The former is accepted by the class.

Suggestions:

(1) "I bent a stick to use for his mouth."

(2) "He was finished when I found a stick for his mouth."

(3) "I laughed at his mouth made of a curved stick."

Children chose the last sentence.

One child said, "It is almost as Ted would talk."

"I laughed until I could hardly stop to see his mouth made of a curved stick."

Children decide that Ted's last sentence is superfluous.

SOURCE OF MATERIAL

Content material

To unify the work in history, nature study, and hygiene and also to give children plenty to talk and write about the following content material is offered:

Fall months

1. *Outdoor and indoor plants*

Plant-raising contest to last thru the winter to see who can raise the finest pot or window box of geraniums, ferns, or other plants. These should be taken home before the cold weather. Study of soils for plants; samples compared as to texture; retention of moisture, germination; provision for drainage. Choice of window for growing plants. Transplanting, care, sun, air, water, loosened soil, protection from cold. Comstock, *Handbook of Nature Study*, pp. 842-849.

2. *Early American discoveries*

See Gordy, *Stories of Early American History*.

a. The Crusades: what they were; cause; what men found in the East; new luxuries introduced among people of Europe, trade established.

b. Columbus: as a boy; listening to sailors' stories brot from the East; his interest in geography; what he thot about the earth; Ferdinand and Isabella; his fleet, voyage; meeting the Indians; what he discovered; reception in Spain; disappointments; later life.

c. Other discoveries: Columbus' discoveries a spur to others; Balboa; his discovery; what Spain gained; result of the discovery; land of silks and spices still sought; Magellan; his difficulties with his men; naming the Pacific; discovery of the Philippines; his death; result of the voyage.

3. *Christmas*

Study and memorize the poem *O Little Town of Bethlehem*, or *A Visit from St. Nicholas*. Review Christmas poems learned in previous years. Story telling: one of the Christmas stories from Dickens or Henry Van Dyke's *The First Christmas* from *The Blue Flower*.

Winter months

Early American settlements

a. Jamestown; John Smith and the Indians; Pocahontas; Powhatan; "starving time."

b. Plymouth colony; the Pilgrims, their life in Holland; coming to America; their landing; their homes; how they lived; the first winter; the Indians.

c. Early New York; Henry Hudson; Dutch trading with the Indians; buying Manhattan Island with beads and colored cloth; New Amsterdam.

d. Story of William Penn; the Quakers; the city of Brotherly Love; friendship of the Quakers and Indians.

e. Life in colonial days; houses in Plymouth compared with Dutch and Virginia homes; furnishings; windows; fireplace. How food was obtained. Wigwam villages. Palisades.

f. LaSalle and his journey down the Mississippi; origin of the name Louisiana; building of forts and trading posts; tragic death.

g. Story of the Acadians; their exile.

Spring months

1. *The home garden*

Best location, soil, and arrangement considered in relation to plants to be raised. Seed germination. Plants that can be transplanted started indoors; depth of planting, moisture; air, cultivation. Use of glass in forcing plants. Native pests of plants selected and how to destroy them. Biting and sucking insects. Comstock, *Handbook of Nature Study*, Chaps. IV, XII, XIII.

Poem study: *Waiting to Grow*, French, *Natural Method Third Reader Third Reader*

Picture study: Bouvert, *At the Watering Trough*

2. *Arbor day*

What can be done to improve the school grounds; home grounds; vines as a screen for porch and out buildings; hardiest kind of vines; vines for fences and walls; comparison of habits of growing with those of tree or shrub; twining stems, tendrils, roots; needed support; how to transplant.

Plan a class vine at school to screen some unsightly place or to provide shade for sunny windows. Plan for home and community planting.

Health work

See General Suggestions at beginning of hygiene and physiology course of study.

Letter writing

This is the beginning of work in social letter writing. As most of the written work done in life is in the form of letter writing, too much stress cannot be put on importance of quality of work. Sheridan says, "If the children who leave the grammar school cannot write a correct letter, our work in written composition is a joke." The principles underlying all composition work holds good here:

1. Have something you want to say.
2. Write about one small topic.
3. Vary your sentences by introducing questions and exclamations.
4. Do not use a sentence that does not tell something worth while.
5. Keep to the point.

One paragraph of four or five sentences should be all that should be required this year.

Form

Form of headings, salutation, endings, and addressing envelopes should be taught. Not only are capitalization and punctuation important but placing and wording of salutation and endings. Spelling of *affectionately*, *friend*, and *sincerely* should be studied. Form is a technical matter and should be studied as such and mastered as completely as one is expected to master the multiplication table. Only one form for heading, salutation, and complimentary ending should be allowed this year. Of several forms, perhaps equally good, the teacher should choose one from the basal or one of the supplementary textbooks and hold to it.

Models for body of letter

The following fourth year model from Mahoney, *Standards in English* illustrates the principles of composition taught during the first four years:

"Dear Uncle,

You are so far away, I am afraid you didn't hear the good news. Both Mary and I are to be promoted to Grade V. Isn't that fine? Father and Mother are as happy as we are.

Your loving nephew."

Dictionary Study

In the fourth year children should be given systematic instruction in the use of the dictionary. Many eighth year or even high school pupils do not know the resources of the dictionary and do not use it habitually and intelligently. Systematic teaching may be somewhat as follows:

1. Arrange words from short paragraphs in alphabetical order with reference to the first two letters; first three.
2. Speed contests in finding certain words, no attention being given to definitions. Children should be trained to look for guide words at the top of the page.
3. Look up lists of words for pronunciation, emphasis being put on accent marks and diacritical markings of letters. List of frequently mispronounced words, given in the spelling course of study, is an excellent one to use for this drill. The key to the diacritical marks in the front part of the dictionary should be studied.
4. Training in finding meaning of words. Take words from a paragraph in reading. Children read the definitions and determine which fits best the setting of the word in the sentence. This is splendid training in judgment. Children should never be allowed to get a dictionary meaning without considering the setting of the word in the sentence.

5. Training in finding meaning of plural nouns and verbs in the past tense, when only singular nouns and the present tense of verbs are given in the dictionary: oases, dynamoes, preceded.

6. Other resources of the dictionary; as, geographical names, biographical names, names in fiction, origin of names of people.

Poem study

After setting has been given, the poem taken up as a whole and technical difficulties met, the teacher may help the children to memorize the poem by asking questions that should be answered by words of the poem. The first stanza, taken up in this way, of Wordsworth's *Daffodils* (*Natural Method Fourth Reader*) will illustrate the method:

Teacher: How does the poem open?

Child: I wandered lonely as a cloud.

Teacher: What does the cloud do?

Child: That floats on high o'er vale and hills.

Teacher: What happened suddenly?

Child: When all at once I saw a crowd.

Teacher: How many and of what?

Child: A host, of golden daffodils.

Teacher: Where were they?

Child: Beside the lake, beneath the trees.

Teacher: What were they doing there?

Child: Fluttering and dancing in the breeze.

Picture study

For names see preceding pages and for method of teaching see first year course of study.

Dramatization

See suggestions in first and fifth year courses of study. Also see the language course of study for the State Normal College Training School.

Common errors of speech

Emphasis on forming correct speech habits and overcoming errors should be continued as in preceding years. See suggestions on this same topic in General Suggestions of the language course of study.

Drill should be furnished frequently in the use of *correct* forms listed under Common Errors of Speech in second, third, and fourth year courses. Additional forms for practice are:

Incorrect

He never done nothing.
 Lucy c'n help you.
 Git the pail.
 She isn't as tall as me.
 Will you learn me that?
 Say it like I do.
 There was two black sheep in the band.
 We have saw what you did.
 Was you sick yesterday?
 They took it theirselves.
 He come all the way from Chicago.
 She drawed me to school on her sled.
 Your skirt is tore.
 Where is he staying at?

Correct

He never did anything.
 Lucy can help you.
 Get the pail.
 She isn't as tall as I.
 Will you teach me that?
 Say it as I do.
 There were two black sheep in the band.
 We have seen what you did.
 Were you sick yesterday?
 They took it themselves
 He came all the way from Chicago.
 She drew me to school on her sled.
 Your skirt is torn.
 Where is he staying?

Technical work

In addition to the requirements given in the first three years the following should be mastered by the end of this year:

1. Social letter; addresses of envelopes.
2. Capitalization of titles of books and poems.
3. Contractions of isn't, doesn't, etc.
4. Apostrophe in possessive singular.

STANDARDS FOR PROMOTION

1. All standards given at the end of the first, second, and third year courses.
2. Quality rather than quantity in all oral and written work.
3. Practical elimination of irrelevant sentences in talks and written work. A real understanding of the difference between sentences that contribute to and interest in the paragraph and those that are superfluous or off the topic.
4. Fair degree of correctness in social letter forms.
5. Interesting one-paragraph letters.
6. Well modulated voices and distinct enunciation.
7. Ability to repeat three short poems learned this year.
8. No persistent errors of speech that have been given in the course of study in the first four years.
9. Correct use of technical forms given for this year.

FIFTH YEAR**AIMS**

1. *To train children to stick to the point in oral and written compositions.*
2. *To train children to stand away from their desks and speak distinctly and easily for three or four minutes on a reproduction or report and one minute on an original topic.*
3. *To develop in children the ability to write smoothly, naturally, and correctly their opinions and interests in a paragraph of four or five sentences.*

TEACHING CHILDREN HOW TO TALK AND WRITE**Story-telling and writing**

About two-thirds of the work for this year should be oral. The class recitation periods should be devoted largely to teaching children the technique of speaking and writing, how to tell stories and experiences, and how to criticise constructively oral and written compositions.

Emphasis should be placed this year on developing in children poise and self-confidence in speaking. To secure this teachers must insist that children stand erectly and away from their desks. Of course, this should not be an arbitrary demand but the purpose for this should be brot out in discussing the importance of making the right impression on an audience. If there is a tendency to rising or inquiring inflection in closing sentences, a friendly but determined war should be waged until that habit is eradicated.

Topics

Topics should be both personal and narrow in scope, so narrow that in a paragraph of about five sentences there will be little opportunity to catalog events. At the same time the topic should be so concrete that it suggests some interesting details on one idea only. The following meet these requirements:

My Brother's Wart Cure
When I Punished My Cat
My First Pair of Skates
Why the Bread Didn't Rise
Returning from School in a Blizzard

Story beginnings

One paragraph compositions do not allow for tedious introductions, but if the teacher is not watchful, one or two minute talks or three minute reproductions may be largely consumed by

getting ready to talk. Train children to let their first sentence give a hint as to what the story is to be about. For above topics the following are suggested as the opening sentences:

1. My brother thinks he has a sure cure for warts.
2. When I found my cat had eaten another robin, I decided to punish her.
3. I am still trembling from my first experience with skates.
4. When making bread I would advise that you do not forget the yeast.

Sentence structure

Only simple sentences should be expected or discussed, but the better pupils will be able to use compound and complex sentences. Children who haven't yet developed sentence feeling must have definite, constructive help in order to acquire that feeling. The teacher may tell a short story which includes only simple sentences. Later a variety of sentences should be included. As she finishes a sentence she unobtrusively stamps her foot or claps her hands. This takes the place of the period when the story is written. Then a child tells a story and the teacher claps her hands gently or stamps her foot lightly just before a sentence is completed. That action unconsciously forces the child to drop his voice rather than to continue by "and," "and so" or "and then." For a few lessons no attention is called to this mechanical aid which the teacher has been giving. Then she may explain that it is "the trick" of the successful story teller to make every sentence tell something and that she, as teacher, had been helping the child to finish his sentence by clapping her hands. Now the class may in the same way help the speaker by trying the same mechanical device. This will help both speaker and listener to become sentence conscious. In written work the teacher cannot be too particular about requiring that all sentences should be followed by a period, or by an interrogation point if the sentence is a question.

Models

This year strong effort should be made to induce children to express their opinions and feelings about things that interest them. "A teacher must cease to be satisfied until her pupils write not about things that happen to others, but about things that happen to themselves,—not about cut fingers or broken arms, but about their interests, wishes, hopes, discouragements, disappointments, successes, failures, ambitions, likes, dislikes, cares, dif-

faults, punishments, regrets, resolves—and the thousand and one things that children experience every day of their lives and quite as poignantly as we grown-up people do.”—Sheridan, *Speaking and Writing English*

The two fifth grade compositions below, given by Sheridan, illustrate the good and the bad. The former is as correct as the latter but it lacks feeling. It is not as a child would talk to his confidant. The latter is natural, unaffected, genuine. This kind of a composition stimulates thinking and opinions, not imitation or effect.

Correct but stilted

A Forest Fire

One day while out in the woods with two chums we smelt smoke, and not far away saw it rising slowly over the trees. We ran to the place and found a bad fire started. We each took a small branch and attacked the fire with energy. Our efforts to put out the fire were futile, so we decided to send the fastest runner back home and tell the fire department. While he was away the fire gained headway, and by the time the fire engine came it was burning fiercely. The firemen made short work of it with their tanks of chemicals.

Natural and genuine

Worth More Than Marks

When my history notebook was handed back to me I wondered what my mark would be. With shaky hands I opened the cover. On a sheet of paper inside were the words, “Very good” and underneath the teacher had written “A notebook that is a pleasure to correct.” I tell you those few words were worth more to me than all the “very goods” I ever got. I think every girl would rather have her teacher write a little word of praise on her paper than to put down on it the highest mark there is.

Outlines

Logical order will come only thru systematic teaching. This is especially important in biographies, reports, and reproductions in which children should be able to talk for three or four minutes. Only simple outlines should be expected in this grade.

References for the Teacher:

Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Book*, pp. 23, 30, 63-66, 84, 90, 114, 153, 175, 189, 216, Ginn

Pearson and Kirchwey, *Essentials of English, Middle Grades*, pp. 189, 194, 207, 338, Am. Bk.

Self and class correction of compositions

Children should be made independent by requiring them to correct all mistakes in written work for which they can be expected to be made responsible. For a type lesson in class corrections, see fourth year language course.

SOURCE OF MATERIAL

Short stories in the classroom

This is the first attempt at telling anecdotes. Tho little attention should be given in short stories to the use of direct discourse, in written work fifth year pupils should be able to use this form to advantage in making their oral compositions more interesting. In preparation for this work, develop synonyms for *said, replied, exclaimed, answered, inquired, asked, shouted, cried, quizzed.*

Story telling contests

These may be experiences, fables, fairy stories, legends, pioneer stories, hero tales, dog stories, etc., each contest being devoted to one type of composition. These stories may be told for opening exercises with other classes for audience and one pupil from each of the other grades for judges. The upper grade children should be trained in how to judge a story.

Original fables, fairy stories, legends

After a few fables have been read and analyzed in class, plans should be made as a class exercise for original fables. Children may start with the fable taught and discuss how the same fable might be developed another way. The steps may then be outlined. After another lesson, in which children take turns telling their original fables, the class may vote on the best one.

Fairy stories and legends may be developed in the same way. The following topics may suggest ideas for legends:

- Why the Kinnikinnick Has Red Berries
- The Legend of the Buttercup
- How the Snowflakes Got So Many Shapes
- Why the Willows Grow Pussies

References for the Teacher:

- Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 19, 72, 78, 184, 187, Am. Bk.
- Cowan, Betz & Charters, *Essential Language Habits, Bk. I*, pp. 12, 35, 69, 95-96, 116, 228, 252, *Bk. II*, pp. 111, 119-120, 190, 194, Silver

Biographies

This is the age when children enjoy heroes and biography. History and language periods may be combined and the telling of hero tales may be used for a language lesson. Preparatory lessons should cover the points studied. Tho the life of the hero will be the big thing with children, the teacher should see that technique be given its full share of attention.

Friendly letters

By studying models, teachers may develop with children the correct form. Even more attention should be given to the body of the letter. To get children to understand the difference between an interesting account of one's experience or an interesting discussion of one's plans, hopes, or disappointments, the teacher should put on the blackboard a letter giving one sentence on many events and another with unity of thought.

Poor

I thought I would write you and tell you about my new dog. Papa brought him from St. Paul. I have a cat, too. When I go to town I am going to look at bicycles. My chum fell off his bicycle and broke his leg. I go to school every day.

Good

You asked me to tell you about my new dog. I wish you might see his homely, pug face. At least, everyone says he is homely but I don't think so now. He looks at strangers as if he would tear them in two unless they walk the straight and narrow way, but with me his eyes are as gentle as a lamb's. We are great chums, Jack and I.

For suggestions for imaginary letters, see *State Normal College Language Course of Study*, p. 76.

Dictionary study

Review dictionary study given in the fourth year outline. Even more attention should be given this year in

1. The study of the choice of definitions.
2. Finding meaning of plural nouns and verbs in the past tense when only singular nouns and the present tense of verbs are given in the dictionary.
3. Practice in determining pronunciation through a study of diacritical markings.

For further suggestions, see Klapper, London, Emerson & Bender's *Modern English, Book One*, pp. 54-56, 85-86, 123-126, 188-192, 218-221, 238-239.

Poem study

The method for this year should not differ greatly from that given in the development of Celia Thaxter's *The Sandpiper* in the second year reading course of study and Wordsworth's *The Daffodils* in the fourth year language course.

Picture study

For method see General Suggestions to the language course and the references below. The following pictures are recommended for this year:

Ruysdael, *The Mill*
 Reni, *Aurora*
 Hoffman, *Christ in the Temple*
 Raphael, *Sistine Madonna*
 Herring, *The Village Blacksmith*

References for the Teacher:

Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 1, 74, 66-68, 134, 193-194, 248, Am. Bk.
 Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Book*, pp. 126, 198, 246, Ginn
 Klapper, London, Emerson & Bender, *Modern English, Book I*, pp. 1-4, Macm.

Dramatization

Dramatization should be a co-operative exercise, the details of which should be worked out in class. Before children attempt to write plays, it is better to have them act parts, as should have been done thruout the lower grades. Then they may read by parts interesting dialogs and at the same time do some acting. Parts of certain poems and prose selections that show dramatic action may be used for dramatization after a class exercise in preparing parts. *Cinderella, The Independence Bell, Darius Green and His Flying Machine, The Leak in the Dike, Robinson Crusoe*, and *The Story of Robin Hood* lend themselves in parts to dramatization without rewriting.

In writing a play based on a story chosen by pupils, questions similar to the following will help to bring out the proper organization as a part of the first general plan:

Into how many scenes should the play be divided?

Where does the first scene end?

Where does the second scene end?

Where is the first scene laid? The second?

What characters do we need?

Look at ——— to show how the time, place, outline of scene and characters are indicated.

Let us outline on the board all the events in the first scene.

Who is the first one to speak in the first scene?

What does he say and how do you think he said it?

How shall we indicate the speakers each time? Look at———.

That will help you. ——— etc.

References for the Teacher:

- Cowan, Betz & Charters, *Essential Language Habits, Bk. I*, pp. 18-21, 51, 74, 149, 163, 167, 252-254, 255-258, Silver
 Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Book*, pp. 4, 34, 52, 58, 103, 195-196, Ginn
 Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 113-115, 196-200, Am. Bk.
Language Course of Study, p. 81, S. N. Col., Dillon

Technical work**Parts of speech to aid speaking and writing**

It is very important that this work be made practical. It can be done by approaching the study of each part of speech from the language needs.

1. Verbs

We need to study for correct time (past and present perfect) and for agreement of subject and predicate. The study of verbs, as well as of other parts of speech, should be motivated by leading children to see their needs before the new work is developed. Have occasional verb drills, adverb drills, etc., in order to clinch these parts of speech.

The recognition of verbs and the following forms and uses should be taught:

- a. Verb phrases
- b. Agreement of verb with its subject
 - (1) Use of *is, are, was, were*, especially after *you*
 - (2) Use of *I'm not, isn't, aren't*
 - (3) Use of *doesn't, don't*
- c. Correct use of the "14 demons" to show time
do, see, come, go, run, sit, lie, give, begin, ring, write, take, break, sing
 (See General Suggestions to the language course of study.)

Games should be invented by the teacher, and sometimes by the children, to bring in a great deal of repetition of the past and present perfect forms. *Do* and *see* cause more trouble than the other verbs. Made-up conversations, like the following, help to make the correct form habitual:

Example of made-up conversation using *do* and its parts:

- Q. Why *doesn't* Mary return my book?
- A. She *doesn't* have it.
- Q. *Doesn't* Helen have it then?
- A. She says she *doesn't* have it.
- Q. *Doesn't* she study her lesson from my book every day?
- A. She *doesn't* when I am with her. ——— etc.
- Q. What *have* you *done* with my hat?
- A. I *have* not *done* anything with it.

Q. Then Fred has *done* something with it.

A. I don't think Fred *has done* anything with it ——— etc.

d. Correct use of

- (1) *have* and *got*
- (2) *says* and *said*
- (3) *may* and *can*
- (4) *guess* and *think*
- (5) *let* and *leave*

References for the Teacher:

- Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 20-21, 42-47, 137-161, Silver
- Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 17-18, 26-27, 54-55, 68-70, 88, 105-106, 134, 147, 179, 191-196, 270-276, 290-291, Am. Bk.
- Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Book*, pp. 176-181, 192-193, Ginn

2. *Adverbs*

Not only the recognition of adverbs should be taught but also

a. Correct use of *good* and *well*

Ex. I am not feeling well. (not *good*)

She sings well. (not *good*)

(*Good* is not an adverb)

b. Correct use of *real* and *really*

Ex. That is *really* beautiful. (not *real*)

I am *really* anxious about him. (not *real*)

That purse is *real* leather, not imitation.

That is a *real* heirloom.

c. Choice selection of adverbs to express exact meaning

Ex. He *modestly* accepted the gift.

He *quietly* accepted the gift.

He *indifferently* accepted the gift.

3. *Prepositions*

Teach children to recognize the most common prepositions and the correct use of

a. Between and among

b. *At* in place of *to* in such sentences as

We were *at* home

c. Certain expressions following prepositions

Much practice should be given in repeating sentences containing the following without giving any reason for correct form:

For him and me

Toward her and me

To you and me

For them and me

Against her and me

Between you and me

After you and me

4. *Interjections*

The common habit of giving superfluous words at the beginning of sentences, some of which may be classed as interjections, should be persistently fought against. The most objectionable are *say, why, listen, now, well.*

Punctuation as an aid in clearness

1. The period (a) at the end of a sentence, (b) after an abbreviation and after an initial. (Review.)
2. The exclamation point

Capitalization

1. Names of people
2. Names of companies and associations
3. Principal words in titles
4. Sections of the country, North, East, South, West

Dictation to test knowledge of technicalities

Frequent dictation should be given to test children's ability to capitalize (see foregoing topic) and to punctuate, especially to determine whether children have mastered the period at the end of each sentence when sentences are in paragraphs.

STANDARDS FOR PROMOTION

1. All standards given for preceding grades.
2. At least 75 per cent accuracy in constructing simple sentences and in recognizing another group of words not a sentence (clauses, phrases, participles with modifiers, etc.).
3. Naturalness and sincerity in expressing feelings, desires, etc.
4. Habit of keeping to the point in all oral and written compositions.
5. Good beginnings in all oral and written compositions.
6. Neatness in all written work handed in.
7. Poise and self-confidence when speaking from one to three minutes on a subject of interest to children.
8. Facility in the use of the dictionary.
9. Ability to write interesting and fairly correct friendly letters.
10. Knowledge of verbs, adverbs, prepositions, and interjections.
11. A great improvement in the correct use of verbs, especially the "14 demons."
12. Correct capitalization of names of people, companies, associations, principal words of titles, and sections of the country.

SIXTH YEAR**AIMS**

1. *To develop in children as great care in correctness of speech in all recitations and conversations as is taken in language periods.*
2. *To develop the ability to stand and talk easily and freely for five minutes on a reproduction or report and one minute in an argument or an original topic.*
3. *To develop the ability to write smoothly, naturally, and correctly a paragraph of about five or six sentences.*

TEACHING CHILDREN HOW TO TALK AND WRITE**Story telling and writing**

About two-thirds of the composition work should be oral. The length of time children should be able to stand and speak freely, smoothly, and correctly will depend upon the kind of oral lesson. Children should be able to talk for five minutes on a story read or should be able to report on reference reading for about that time. However, a one-minute talk is all that should be expected for original work when there is some attention to style, such as inverted order of sentences, smoothness thru the elimination of halting expressions—well-a, and-er, etc.

Sentence feeling

This is the most important work of the year. Absolute mastery of the simple sentence should be the only standard accepted in all written work of this grade.

1. Review simple sentences.
2. Children take a paragraph of long complex and compound sentences and change them into simple sentences. Make the period prominent in these.
3. Give children a mixture of simple sentences, interrogations, phrases, and clauses. Children find the sentences. Frequent drills are necessary. Monotony can be avoided by having contests between classes, or boys against girls.

Ex. Swinging from the tree
 She slept soundly
 Up in the most northern part
 While she was dressing the baby
 Oh no, no, indeed

Interesting talks

Often ideas are suggested to children more quickly thru a stimulating opening sentence than thru a topic, especially in preparing a talk. The following might be assigned to children from which they are to complete talks:

1. You say you don't believe in ghosts.
2. I shall always remember my first day at school.
3. Rover thinks he can deceive me.

The following will suggest other sources of talks to the class:

1. Descriptions of persons for others to guess

In preparation, suggested words and expressions may be developed with children:

popular	cheerful disposition	patient
gentle manner	abundance of hair	slender
stooped	graceful movements	happy
dignified bearing	brunette	stern expression

2. Explanation of a game
3. Anecdotes—historical, humorous

References for the Teacher:

Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Book*, pp. 188-191, Ginn

Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 2, 11-13, 44-48, 89, 109, 112, 117, 128, 138, 165-167, 211-213, 229-231, 245, 337, Am. Bk.

Good endings

Good endings may be of two kinds. In experiences or stories of a somewhat thrilling nature, the pupil should be trained to hold the secret, to keep the reader or audience in suspense until the last. This kind of an ending (climax) should be used especially in animal and Indian stories. Most experiences, however, have little of the thrill or sensation in them. By looking thru stories in readers, it will be found that the last sentence is usually "a finishing touch." The following endings, taken from literature, illustrate "the finishing touch:"

"But day was now breaking, and the queen waited for the next night to go on with the tale."—*Arabian Nights*

"God bless every one!" said Tiny Tim, the last of all."—Dickens, *A Christmas Carol*

"And the king never lost another battle."—Adapted

"There are more stories of Iagoo, the great story-teller, but Lame Buffalo did not tell any more."—*Wigwam Stories*

Read or tell short stories to children, omitting the ending. Discuss with children the different ways they might end and how to express the ending. Let children compete with each other in giving good closing sentences.

Models

The two following paragraphs, taken from Mahoney, *Standards in English*, illustrate good and bad composition. The first, tho as correct grammatically as the second, is a mere cata-

logging of events, uninteresting and colorless, a good example of a style to avoid. The second paragraph is natural and genuine, a style to work for:

Poor

How I Help My Mother

Every day when I get up in the morning I eat my breakfast, wash the dishes, do the beds, sweep the floor. Then I get ready to go to school. In the afternoon I just wash the dishes, and my sister sweeps the floor. When I come home from school, I do all the errands. Later I go out to play. When it is five o'clock I go home and stay home. At six o'clock we have supper. When we are all over with supper, I gather the dishes from the table. When I am done, I start to wash the dishes. When I have finished I say my prayers and go to bed.

Good

How I Help My Mother

My share of the housework is washing the dishes. There are six of us at home. So you see we have a great many dishes to wash. I have never tried to reckon it, but I am sure I wash a million in a year. My sister wipes them, and we both wish we lived in the times when people ate out of the same dish with their fingers. We play this game to keep up our courage. We try to do them quicker every week. Last week we gained four minutes. We didn't break any dishes either.

Such compositions as the above, representing poor and good, should be copied on the blackboard and analyzed with children.

Review of outlining

All oral and written work should be planned. Part of the plan consists in making simple outlines. See fifth year course for further suggestions.

SOURCE OF MATERIAL

The topics selected should be largely personal experiences. Naturalness and spontaneity will more likely be found in compositions on *How Our Cat Tries to Catch a Bird*, *Watching Frogs in a Pond*, or *A Good Joke on Myself* than in compositions on *A Lion Hunt*, *Making the First Flag* or *The History of a Pin*.

Story telling contests

Story telling contests will help to arouse interest in the choice of good stories and in the way they are told. Opening exercises furnish a good opportunity for giving these stories. Children

from the fifth, seventh, and eighth grades may judge the stories after the points on which they should judge are discussed. Points for judging may come under these heads:

- Interesting subject
- Naturalness of expression
- Good beginning
- Good ending
- Errors in English
- Rising or lowering inflection
- Voice
- Ease

Book reports

Discussing books

Most oral reproductions or book reports are too long, aimless, and poorly organized. In order to help, take a story the entire class has read and plan with children how they should tell it in order to interest one of the lower grades.

- How to plunge into the story with nothing but the most necessary introduction

- A good opening sentence

- List the most important events in order

- How an account of the events may be given without making the report monotonous

- How to end the story

Sometimes children should not be expected to tell the entire story but should be trained to select an incident or a character and to make a story out of it.

Animal story books

To motivate written work, several stories on one subject may be written by members of the class for the use of children in lower grades or sent to children in a hospital or orphans' home. Animal stories—original and short reproductions of stories read—usually appeal to children of the pre-adolescent age.

Letter writing

Friendly letters

What has been taught in regard to sentence structure and correction of common errors should be applied in letter writing. In this year the correct form of headings, salutations, complimentary endings, margins, folding and addressing envelopes should be clinched.

Only one paragraph of five or six sentences should be expected. To motivate the work, real letters should be written; letters that

are actually to be sent. These may be to friends at a distance, schoolmates who are ill, children in hospitals or orphans' home, children in other parts of the United States or other countries. The arrangements for the last should be made by the teacher.

In preparing to write the body of friendly letters, develop with the children a few principles, such as:

Keeping the receiver of the letter in mind as we write

Courtesy

Writing as we talk

Writing on an interesting topic

Correctness

Models for good letters will be found in Pearson & Kirchwey, *Essentials of English for Middle Grades*, pp. 91 and 149.

References for the Teacher:

Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 29-34, 79-96, 90-91, 154-161, 218, 285, Am. Bk.

Cowan, Betz & Charters, *Essential Language Habit, Bk. I*, pp. 52, 133-135, *Bk. II*, pp. 52-54, Silver.

Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Book*, pp. 12-14, 26-27, 36, 49, 57, 61, 208-209, Ginn

Invitations

There are many occasions in school to write invitations to parents, trustees, county superintendents, and others to attend special day exercises, exhibits, etc. Children should have practice in writing both formal and informal notes. They should also learn how to write notes of acceptance and regret.

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits, Bk. I*, pp. 107-108, *Bk. III*, pp. 134-137, Silver

Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 222-226, Am. Bk.

Business letters

A good start should be made in this grade is recognizing and using the correct form and arrangement of heading, name and address, salutation, and complimentary ending for business letters. Children should also be led to see the necessity of brevity, clearness, and courtesy. For models and exercises see

References for the Teacher:

Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 85, 218-222, 277-285, Am. Bk.

Cowan, Betz and Charters, *Essential Language Habits, Bk. II*, pp. 55-58, Silver

Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Bk.* pp. 79, 91, 102, 137, 163, 173, 219, 235, 250, Ginn

Poem study

For method, see fourth and fifth year course of study. For list of poems for sixth year, see General Suggestions to the reading course of study.

Picture study

For method, see first year language course of study. The following pictures are recommended for this grade:

Watts, *Sir Galahad*

De Vinci, *The Last Supper*

St. Gaudens (sculptor), *Abraham Lincoln*

Corot, *Spring*

Common errors of speech

To want to speak correctly requires a motive. To win in a story telling contest or in a contest of written stories will appeal to most children.

All thru the year children should collect errors in speech that they hear and report them in class. These should, of course, receive most emphasis. It will probably be found that time of verbs causes the most trouble. Re-read General Suggestions to this course.

Put special stress this year on

1. Avoiding double negatives

- a. The more commonly recognized ones; such as,
I didn't never. You haven't no right.
- b. The negative predicate (hadn't, never knew) followed by *but, hardly, or only*; such as,

Incorrect

They hadn't hardly started.

She couldn't but feel.

She never knew but one by that name.

The man couldn't think of only one excuse.

Correct

They had hardly started.

He could but feel.

She knew but one by that name.

The man could think of only one excuse.

2. Use of shall and will

The teacher, or the pupils, may invent a game.

3. If I were

Invent a game.

4. Ought, oughtn't for ought not instead of hadn't ought

5. Haven't any

6. Go, went, gone

7. Run, ran, run

Reread the suggestions for correction of errors in preceding grades and in General Suggestions of this course. Review these frequently. With children of this age frequent repetition of

the correct form will be even more valuable than games for establishing the right habits. Any device is a good one that will make the correct form sound right to children and the incorrect form sound wrong.

Technical work

Sentence study

1. *Subject and predicate*

Bare subject and bare predicate, complete subject and complete predicate, also compound subject and compound predicate.

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits*, Bk. III, pp. 4-16, 104-112, Silver

Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Book*, pp. 128-130, 143-147, 254, Ginn

2. *Inverted order of subject*

Pupils should be able to recognize subject and predicate wherever they are found in the sentence, but specific training is necessary to find them when out of their natural order.

Ex. In the west sinks the golden sun.

Boldly they rode and well.

Here hath been dawning another blue day.

Blessed are the peace-makers.

Where is that airplane going?

For variety children should try to use the inverted order of some of their sentences in all oral and written composition work.

References for the Teacher:

Pearson & Kirschwey, *Essentials of English, Middle Grades*, pp. 257-259, Am. Bk.

Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Grades*, pp. 146-148, Ginn

Klapper, London, Emerson and Bender, *Modern English, Book One*, pp. 104-106, Macm.

3. *Compound sentences*

These are comparatively easy to teach after children have mastered simple sentences and compound subjects and compound predicates of simple sentences. Special care should be taken to see that children understand that only those which belong together should be joined into compound sentences. Avoid such sentences as, "She has a good disposition and she wore a red coat."

4. *Interrogative and exclamatory sentences*

These should be reviewed in order to strengthen sentence feeling in all kinds of sentences.

5. Sentence analysis

This also is to strengthen sentence feeling. To children this should be informal—taking sentences apart. Only the analysis of complete subject and complete predicate, bare subject and bare predicate should be considered at this time.

Parts of speech

The study of nouns as well as other parts of speech should be motivated by leading children to see their needs before the new work is developed. Have occasionally “noun contests,” “verb contests,” etc., in order to master the parts of speech before children are promoted to the seventh grade.

1. Nouns

- a. Common nouns
- b. Proper nouns
Rule in regard to capitalization
- c. Collective nouns
- d. Number
 - (1) Singular
 - (2) Plural
 - (a) Formed by adding *s* to the singular
 - (b) Irregularly formed
Ex. calf, wife, man, foot, mouse
 - (c) Formed by adding *es* to nouns ending in *ch*, *sh*, *s*, *x*, or *z*
 - (d) Formed by adding *es* to nouns ending in *y*, preceded by a consonant
These should be contrasted with the method of forming the plural of nouns ending in *y* preceded by a vowel
 - (e) Nouns that have the same form for singular and plural
- e. Possessives
 - (1) Singular
 - (2) Plural
 - (a) For nouns whose plural ends in *s*
 - (b) For nouns whose plural does not end in *s*
The former is much more important than the latter and should be clinched before the exceptions (the latter forms) are taught.

References for the Teacher:

- Cowan, Betz & Charters, *Essential Language Habits*, Bk. III, pp. 16-18, 33-42, 48-53, 80, 149, Silver
- Pearson & Kirchwey, *Essentials of English*, Middle Grades, pp. 73, 77, 161-164, 262-265, 287, Am. Bk.
- Potter, Jeschke & Gillett, *Oral and Written English*, Intermediate Book, pp. 157-161, 192, 193, Ginn

2. Pronouns

Recognition and list of pronouns.

Personal pronouns may or may not be taught as such but other classifications should be left for the eighth grade. Nouns must, of course, be thoroly understood and instantly recognized before pronouns can be made clear.

- a. *Each one, none, who, whose, whom* should be given as much attention as the personal pronouns.
- b. Correct use of pronouns

as subject

I

we

he

she

they

who

as object

me

us

him

her

them

whom

Teach only as subjects and objects of verbs, and achieve this by *use* in simple sentences rather than by formal treatment. Defer the use of pronouns with infinitives until the eighth year.

- c. Difference between *their* and *there*
- d. Possessive pronouns
- e. Difference between *its* and *it's* (the contraction for *it is*)
- f. Keeping sentences clear in indirect discourse
(See Driggs, *Live Language Lessons, Advanced Book*, p. 155)

References for the Teacher:

- Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 18-20, 48-55, 77-79, 176-193, Silver
- Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 18, 106-107, 186, 265-269, 288-289, 306-307, Am. Bk.
- Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Book*, pp. 169-173, 193, 222, Ginn

3. Adjectives

Careful use should be made of adjectives in story telling and writing. The following need special study:

- a. Incorrect use of common adjectives

awful

cute

fierce

terrible

great

nice

fine

wonderful

grand

funny

queer

strange

- b. Adjectives with *less*

(1) Meaning of suffix

(2) Use of

homeless

thoughtless

childless

painless

cloudless

speechless

faultless

senseless

careless

c. Synonyms

(1) Meaning of term

(2) Exercises in finding in the dictionary synonyms of common words, especially for *said, asked, exclaimed, replied, quizzed, acknowledged, admitted, etc.**References for the Teacher:*Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 21-22, 71-83, 199-205, SilverPearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 299-307, Am. Bk.Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Book*, pp. 202-204, 207-208, Ginn4. *Conjunctions*

Little is to be taught in this grade about conjunctions but that little should be thoroly done.

a. List of conjunctions

b. Review compound subject and compound predicate

c. Review compound sentences

d. Correct use of *as* and *as if*, instead of *like*Ex. She looked *as if* she were sick (not *like*).

e. Elimination of the "and" habit

*References for the Teacher:*Pearson & Kirchwey, *Essentials of English, Middle Grades*, pp. 318-320, Am. Bk.Potter, Jeschke & Gillet, *Oral and Written English, Intermediate Grades*, pp. 239-244, Ginn**Punctuation**1. *Simple quotations*

Divided quotations should be left until the seventh grade. Children have much difficulty in knowing what the exact words of the speaker are and therefore cannot easily see what should be set off by quotation marks. This subject may be developed by taking anecdotes in which there are many quotations, and having children decide the reason for placing each group of quotation marks just where it is. The next step would be to have children work out a rule for the placing of quotation marks, the next to apply the rule by writing short sentences containing direct discourse, and the last to apply the rule in longer exercises.

2. *Punctuation in letter forms*

Friendly letters, business letters, envelopes

3. *Apostrophe in contractions*

I'll, I'm, didn't, doesn't, don't, they're, let's, it's, o'clock, isn't, aren't, wasn't, hasn't, haven't, she'll, weren't. Children need special drill on *doesn't, hadn't, haven't, isn't, and aren't.* Clinch the difference in the use of *it's* as a contraction, and *its*, the pronoun. Except for the last, only a little attention should be given to contractions as they are not

permissible in good English, except in poetry. However, if children write as they speak, which is one of our aims, we need to teach them the use of the apostrophe in contractions.

4. *Apostrophe in possessive of nouns*

a. Possessive singular

b. Possessive plural

The application of these should be largely in sentences rather than as single words.

5. *Punctuation in common abbreviations*

Dr., Gov., Hon., Pres., Rev., Mrs. O. K., C. O. D., etc., the states in the Union, *etc.* Children often write *etc.* incorrectly so that the abbreviations should be given special attention. Also the sign & should be studied and a strong impression made that this sign should not be used for *and* in a sentence. See also Capitalization below.

6. *Comma to set off a direct quotation*

7. *Interrogation point*

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits*, Bk. III, pp. 8, 120, Silver

Pearson & Kirchwey, *Essentials of English*, Middle Grades, pp. 15, 53, 58, 73, 77, 122, 161-164, 181, 237-238, 280, Am. Bk.

Potter, Jeschke & Gillet, *Oral and Written English*, Intermediate Book, pp. 13, 37, 97, 141, 167, 224, 269, Ginn

Capitalization

1. *In abbreviations*

Gov., Hon., Dr., Pres., Rev., Mrs. O. K., C. O. D., states of the Union. Teach children that abbreviations are permissible in letterheads, addresses, and tabulations but not in literary compositions of any kind, including the body of a letter.

2. *In the first word of a quotation*

Dictation

This is important in testing children's knowledge of technicalities. Dictate parts of friendly and business letters, anecdotes, sentences containing possessives and contractions.

STANDARDS FOR PROMOTION

1. All standards given for preceding grades.
2. Growing interest and effort to correct errors in speech in all recitations and conversation.
3. Ability to stand and talk freely, smoothly, and correctly in the phases of language studied, for five minutes in a reproduction or report and one minute in an argument or original topic.

4. Ability to write smoothly, naturally, and correctly a paragraph of about five sentences.
5. Improvement of endings in oral and written composition with a fair idea of climax and completion.
6. Absolutely correct sentence structure in all use of simple sentences.
7. In all written work all sentences properly begun and ended.
8. Ability to use a variety in sentence structure thru knowledge of inverted order of sentences.
9. Knowledge of subject and predicate, simple and compound, bare and complete.
10. Written work comparatively free from misspelled words. Correct margins and good headings.
11. Absolutely correct form in all friendly letters. Content interestingly and naturally expressed.
12. Form of possessive nouns, spelling of plural nouns, capitalization of proper nouns, use of pronouns and conjunctions fairly well mastered.
13. Greater variety of adjectives used the last part of the year than the first part.
14. Correct punctuation of simple quotations, letter forms, possessive, interrogative sentences, common abbreviations.
15. Capitalization of common abbreviations and first word of quotations.

SEVENTH YEAR**AIMS**

1. *To develop the ability to speak clearly, fluently, and correctly for at least two minutes on a worth while topic.*
2. *To develop the ability to write effectively and correctly a paragraph of six or seven sentences.*
3. *To develop in children a conscious use of good English thru a knowledge of the simpler grammatical forms.*

TEACHING CHILDREN HOW TO TALK AND WRITE**Review of technique in story telling and writing**

Technique should gradually have been mastered in the lower and intermediate grades thru the development and practice of the following:

1. Introduction—opening paragraph and topic sentence
2. Good endings—climax

Review these points the first part of the seventh year by giving children a good deal of practice in applying them.

Topics for compositions

As for other years, the topics in the year should be concrete and so narrow in scope that generalities will naturally be avoided and opportunities will be given for interesting details. The following fulfill the requirements of good topics. Narration, description, and exposition are included in the list. Some of the topics (those starred) are equally adapted for oral or written composition:

- My Garden in Autumn
- My Chum
- The Lone Cottonwood Tree by the Creek
- *My Pet Rooster
- *The Tramp Who Came to Our House
- *Our Sheep Herder
- Why I Like Montana Sunsets
- Watching the Gathering Storm
- A Hungry Coyote
- *Surprising a Woodchuck
- How Shep Saved His Master's Life
- When My Cousin Came to Visit
- *My First Experience On Skis
- The First Sight of Land on the Santa Maria
- My Recollection of the First Thanksgiving Feast
- A Paragraph from My Grandmother's Diary in Virginia City
- *An Hour Alone With Our Baby
- *How I Made My First Cake
- *Making a Kite
- *How to Revive a Drowning Person

Description

Models

1. *Description of a person*

"Here comes Miss Hepzibah Pyncheon! Forth she steps into the dusky, time-darkened passage; a tall figure, clad in black silk, with a long and shrunken waist, feeling her way toward the stair like a near-sighted person, as in truth she is."—Hawthorne, *The House of Seven Gables*

2. *Description of a place*

"Our farm was composed of three fields. It lay in the valley surrounded by high hills and gorges. Sometimes when there came a big rain on the hill the water would come down thru the gorges and spread over the farm."—Abraham Lincoln.

Exposition

How to do things

For suggested topics see General Suggestions at the beginning of the language course of study. To motivate the work have children explain how to do something to an interested audience that knows little or nothing about the topic. For example, if the second grade is about to learn the table of 5's, have seventh grade pupils explain how to *multiply* 5 by 4 instead of *adding* 5 four times. One member of the class who is more or less skilled in a certain thing may give the explanation to the rest of the class: how to make a cake, how to harness a horse, etc.

References for the Teacher:

Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 4-6, 70, 175, 247-250, Ginn

McFadden, *English Series, Book Three*, pp. 192, 290, Rand

Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 153-162, Am. Bk.

Macdonald, *Junior English*, pp. 193-203, Sanborn

Outlines

In connection with all composition work in this year simple outlines should have been worked out in the preparatory lesson, as was done in the intermediate grades. These outlines may be more detailed for this year. Suppose the children are going to speak on an imaginary trip to California (correlated with geography), the rough draft of the outline may be somewhat as follows:

- | | |
|--------------------------------|---|
| 1. Trip traced on map or globe | 4. Experiences and scenes along the way |
| 2. Starting point | |
| 3. On what railroad traveled | 5. Arrival at destination |

This outline may be expanded with main topics and sub-topics in conventional outline form. The following serves as an illustration of the form to be used in this grade:

- | | |
|----------|----------|
| A. | I. |
| I. | 1. |
| II. | a. |
| a. | b. |
| b. | 2. |
| 1. | II. |
| 2. | 1. |
| B. | a. |
| I. | b. |
| a. | 2. |

In following an outline great care should be exercised to see that the composition is not stilted. Emphasis should continue to be given to interesting introductions, variety of sentence forms, etc.

References for the Teacher:•

- Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 19, 68, 117, 173-176, 215, 241, 322, 329, Ginn
- McFadden, *English Series, Book Three*, pp. 79, 163, Rand
- Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 3, 4, 18, 27, 43, 45, 55, 61, 77, 158, 162, 163, 244, 263, 268, Am. Bk.

SOURCE OF MATERIAL

Speaking in public

Public speaking will give practice in applying the principles learned the first part of the year. The teacher should reread carefully the first part of the seventh year course to see if opportunities are being given very frequently to apply the grammar taught.

To give children confidence in standing and expressing themselves and to prevent self-consciousness, play games like the following:

1. A pupil stands away from his desk and starts a story. When he has talked for two minutes the signal is given and the second pupil continues the story, and so on. There should be seat work preparation for this, each planning a good beginning. Judges from other grades may decide on the best speaker, after the teacher has developed with the

upper grade pupils the points on which to judge and about what per cent to give for each point. Points like the following should be included:

Interesting story
 Variety in sentence structure
 Vocabulary
 Grammar
 Voice and enunciation
 Freedom from rising inflection
 Smoothness (lack of hesitancy), "and-er," "well-a," "n"
 —etc.
 Posture

2. Two pupils standing hold conversation for two minutes on some familiar subject that has been discussed in school. The teacher chooses the subjects which are written on slips of paper, one slip being given for each two pupils. Two or three minutes may be given for children to collect their thots before beginning to speak. The subjects may be

The Older Pupils' Responsibility in Maintaining Order
 on the Playground

How We Can Help to Prevent Accidents

Why I Would Like to Take a Ride in an Airplane

3. Two minutes speeches by competing teams on subjects of school, community, state, or national interest. Much preparation should be given to these speeches both as class exercises and in study periods. Judges score the speakers as in 1.

References for the Teacher:

Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 126, 153, Ginn

Book reports

All that has been taught in regard to sentence structure, pronouns, verbs, and outlines should be stressed in developing well expressed and correctly written book reports. A paragraph of seven or eight sentences should be sufficient. Preparatory class lessons should include (1) making the outline, (2) listing verbs and other expressions that might help to make the report interesting, and (3) following the outline without making the report stilted. An outline somewhat like the following may be developed *with* the children, not given *to* them:

Title
 Author
 Kind of story
 Scene or setting
 Main characters
 Description or discussion of your favorite character
 Reason for liking or disliking

Diaries

The aim as in all oral and written work should be effective and correct expression. Teachers should reread the first part of the seventh year course to be sure that all points taught are applied.

Diaries may be a record of one's actual daily experiences or they may be imaginary. The latter kind may be correlated with geography in writing a diary of travel.

References for the Teacher:

Driggs, *Live Language Lessons, Advanced Book*, p. 168, U. Pub.

Letter writing

Friendly letters

Telling how to do things should also be followed by writing, after children have some mastery of the technique in oral presentation of this phase of composition. In letter writing as well as in other written compositions, the points to be discussed in the letter should be developed orally. If, for example, pupils are writing to children in another country, an oral preparatory lesson should be conducted somewhat as follows:

What do you know that the children of Hawaii (or any other country) may not know but would be interested in (county fair, shearing sheep, round-up, harvesting grain, Indian war dance, etc.)? If for example, the round-up is the topic you choose, what is the first thing you would tell (introductory sentence or paragraph)? Let us make the outline on the blackboard. (Children give suggestions as teacher questions them.) What good expressions will help to make the story of the round-up vivid? (These are listed on blackboard.) When the Hawaiian children answer your letters it would be more interesting if each child would write on a different phase of Hawaiian life. Wouldn't you like to write on different topics? Go to the blackboard and outline the topic you choose to take. Also write a good list of interesting expressions that will help you to describe your topic. (Another class period may be necessary to criticise constructively the outlines.)

After letters have been written, a constructive class criticism should be given similar to the language correction lesson given in the fourth year course of study. Headings, salutations, complimentary endings, margins, kinds of paper to use, folding, addressing envelopes, etc., should be reviewed. The letter should consist of only one paragraph, other than a short opening and a closing paragraph. Quality, not quantity, will raise the standard of work. If possible, show some model friendly letters. A few may be found, tho too long, in the following:

Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 258-262, Silver

Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 83-85, Am. Bk.

Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 13, 19, 36, 43, 64, 168-170, 209, Ginn

McFadden, *English Series, Book Three*, pp. 58-59, 192, Rand

Business letters

Form of heading, address, salutation, and complimentary ending should be mastered. Collection of business letters written by well known business people should determine the form used fully as much as a single model from the book. Give several dictation lessons of parts of a letter to test children's accuracy of form.

As in friendly letters, children should not often be expected to write business letters unless there is some reason for writing them. There are plenty of occasions for children to write real letters and if the teacher will seize those opportunities, much greater interest and better results will follow. The following are suggested motives:

1. Write to the county superintendent for information in regard to school district valuation and levies for use in eighth grade arithmetic. (See arithmetic course of study.)
2. Write to a school supply house for catalog and prices of any school equipment that trustees and teacher contemplate ordering.
3. Write business letters for parents, when not of a private nature.
4. Write railroad and steamship companies for pamphlets describing states or countries studied in geography.

Develop the body of the letter as a class exercise similarly to the way the friendly letter is developed. The preparation should include class discussion of the points that should be covered. Children should then develop an outline, first as a co-operative exercise and later independently. The best letter should be sent.

Technical work

The order followed in any textbook that separates grammar from composition is not the order that will help to make grammar function.

Teachers are urged to follow the order of topics given in the course of study for seventh and eighth years rather than the textbook order and not to teach adherents, appositive, pronominal and demonstrative adjectives, predicative or non-predicative verbs, adjunct or adverbial accusatives, predicative, descriptive or determinative clauses.

Sentence study

1. *Sentence analysis*

Considerable emphasis should be given this year to analysis of simple sentences into subject, predicate, and object. A simple diagram form may be used to help to fix the relationship. See McFadden, *English Series, Book One, Grammar and Composition*.

2. *Phrases*

Approach this study by taking a story with one word modifiers (adjectives and adverbs). How can these one word modifiers be changed to make the story more interesting or to give variety? Have many sentences like the following on the board:

The *morning* air is sweet and pure.

The *village* people were fond of Rip.

Washington was elected president *unopposed*.

In changing these one word modifiers to phrases, the parts of speech, the words *adjective* and *adverb*, should be used incidentally and reviewed. Develop adjective and adverbial phrases. Thru this development *prepositions* are reviewed. Give several lessons in introducing and drilling on phrases.

Include in this drill:

a. Changing adjectives and adverbs to phrases

Ex. Adjective—*Ambitious* boys usually succeed.

Phrase—Boys *with ambition* usually succeed.

Adverb—The Boy Scouts scaled the wall *easily*.

Phrase—The Boy Scouts scaled the wall *with ease*.

b. Changing phrases in sentences to adjectives and adverbs.

Ex. The house on the corner was sold.

The children solved the problem with speed and accuracy.

c. Making sentences with the less common prepositions—under, thru, beneath, before, without, like.

d. Telling a phrase from a sentence. Give much drill on this.

Ex. Near the side of the house.

They rode quietly away.

In the deep cavern-like pit.

Beside the ancient landmark.

The timid child stumbled into their midst.

e. Placing the phrase as near as possible to the word it modifies

Example of violation of this rule:

The children went to the circus and fed the animals with their father.

f. Transposing phrases (or words) of a sentence

Ex. Horatius stood on the bridge holding back the enemy.
There on the bridge, holding back the enemy, stood
Horatius.

Give practice in placing word and phrase modifiers
where they most strengthen the sentence.

g. Choosing the right preposition. Study meaning of between and among; in, into; on, upon; correspond with, correspond to; etc. See Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, p. 353.

h. Analyzing sentences containing phrases

This is necessary for children to understand clearly the different parts of a sentence. Analysis will bring in a review of the subject and predicate. This is the time to teach the difference between bare subject and complete subject, between bare predicate and complete predicate. Some children may be helped by a simple form of diagramming. Do not, however, let diagramming be an end in itself. If taught at all, it should be considered only a means to an end.

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 252-257, 331-332, 366-367, 411-412, Silver

Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 104-105, 106-107, 256, Ginn

Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 111-113, 115-119, 176-178, Am. Bk.

McFadden, *English Series, Book Three*, pp. 18, 25-26, 28, 151, 165-169, 172, Rand

Notice the phrases and the position of the phrases which make for sentence variety in any topic of a well-written story or in a textbook. For example, in the history text, Burnham. *The Making of Our Country*, page 223, notice how variety is secured by the use and placing of the phrases:

with this end in view
by a few hundred rich French planters
by half a million negro slaves
after some years

Give oral and written practice in

a. Reproduction of a poem

b. Reproduction of paragraphs in history or geography. This should carry over into classes other than language.

c. Reproduction of current events

In this work let children talk or write on the same topic. Class discussion and constructive criticism should follow, the use and the placing of phrases being the aim.

3. *Clauses*

Again the approach should be from language and the grammar studied only as a means to an end. Take some lower grade book, such as Dopp, *The Tree Dwellers*, in which only short simple sentences are given. Discuss how the first two sentences could be joined to make the reading more interesting. What others may be joined? A paragraph thus changed might read

"Sharptooth who was a Tree-dweller lived a long, long time ago. She did not have any home, for nobody had a home then. As people had no shelter except the trees, they wandered from place to place."

What seems to be the independent part of these sentences? The dependent part? Put complex sentences on the board. Children change to simple sentences. Do the same with compound sentences. This brings in review. Develop and drill thoroly on each of the following:

- a. Complex sentences
- b. Clauses: independent and dependent
 - (1) Adjective
 - (2) Adverb
 - (3) Noun

Study and practice in

- a. Changing phrases to clauses and clauses to phrases
- b. Giving sentences which begin with certain subordinate conjunctions. (The name is not important)—if, since, before, because, while, altho, whether, unless, until, tho, lest, than, as, etc.
- c. Mastering the difference in the correct use of *like* and *as* or *as if* and the correct use of *without* and *unless*

Ex. He talks *as if* he knew his business. (not like)
 She looks *like* her sister
 Jones will not go *unless* he comes. (not without)
 Jones will not go *without* him.
- d. Placing the clause as near as possible to the word which it modifies

Example of violation of this principle: The peaches were packed in tall baskets which we ate.
- e. Telling a sentence from a clause

Make dependent clauses into sentences by adding an independent clause.
- f. Transposing clauses in a sentence for variety and force
- g. Analyzing sentences containing
 - (1) Noun clauses
 - (2) Adjective clauses
 - (3) Adverbial clauses

References for the Teacher:

- Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 110-116, 289-291, 313-317, Silver
- McFadden, *English Series, Book Three*, pp. 205-223, Rand
- Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 58-60, 105-109, 126, 130-135, 152-153, 265, 346-349, 351, 409, Ginn
- Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 205-214, 217-220, Am. Bk.

4. *Sentence expansion*

To make the study of phrases and clauses function and to give practice in using complex sentences, inverted order of a sentence, correct placing of phrases and clauses in relation to the words they modify and correct prepositions and conjunctions which are often confused, there should be a great deal of work in composition before new points are learned. Keep these principles which they have learned constantly before children in story telling:

- Choose an interesting subject: not sensational; narrow in scope.
- Plan an interesting beginning.
- Bring out the points in order.
- Complete every sentence.
- Avoid rising or inquiring inflection.
- Add variety by having some sentences simple, others complex.
- Add force or clearness by occasionally inverting the order of the sentence.
- Pronounce your words distinctly.
- Close promptly and strongly.
- If narrative, keep the secret until the last (climax).
- Stand well.
- Look interestedly at your audience.

All class criticism following oral compositions should be based on the above points. See also language correction lessons in the fourth grade course of study.

Parts of speech1. *Pronoun*

Because of frequent errors, especially in oral work, in case of personal, interrogative, and relative pronouns, detailed study should be given to pronouns. Recognition of pronouns should have been mastered in the sixth grade and now reviewed. Teach

a. *Kinds of pronouns*

Recognition of difference between the pronoun *their* and adverb *there*

Care in the use of pronouns in indirect discourse

- b. Declension of personal pronouns. In teaching declension indicate singular and plural. See Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 126, 153
- c. Form of pronouns used as predicate nominative
- d. Case of pronoun as compound direct and indirect object
Ex. She saw Mary and *him* at the fair.
Give John and *me* the apples.
- e. Case and form of pronoun as compound object of a preposition
Ex. The flowers were divided between *him* and *her*.
- f. Case of interrogative pronouns. Teach interrogative *who* and *whom* before relative *who* and *whom*. See Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 280-287.

The importance of thoro drill on each of the above topics cannot be too strongly emphasized. Teachers should develop and drill on one step at a time before beginning the next step. Use games, arouse competition until children are both conscious and mentally annoyed when the wrong form of the pronoun is used by those who have had opportunities to study pronouns and should use them correctly.

References for the Teacher:

- Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 50, 177, 295-304, 322-326, 409-411, Silver
- Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 75, 82, 100, 101, 183-204, 218, 219, Ginn
- Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 170-171, 181-194, 280-292, Am. Bk.

2. Verbs

a. Correct use of verbs in story telling

In order that children may be able to use verbs correctly both in speaking and writing and be able to justify their use, it is necessary that they become acquainted with certain verb forms not heretofore emphasized. Those forms previously studied and very essential to correct speaking and writing should be reviewed so that they are readily recognized in sentences and new forms should now become a part of language work.

- (1) Verb phrases. Am going, will be called, must fall, etc.

Auxiliary verbs

Complete predicate

Correct use of shall and will, may and can

- (2) Agreement of verb with subject in person and number. It has been found that the violation of this principle makes up 14 per cent of all errors. This needs a great deal of drill, especially

(a) When a subject is compound

- (b) When the subject is separated from the verb by a phrase or clause, as "The boys, who were sons of Mr. Gree, *were* chosen."
 - (c) When predicate is a contraction, as "She doesn't" instead of "She don't."
 - (d) When the sentence is out of its natural order
 - (e) When the subject is a collective noun, as "The jury *were* divided in their verdict" (jurors being considered as individuals) and "The firm *is* in good standing" (The firm being considered as one person.)
 - (f) When the subject is singular but ends in *s*, as, "The news *was* spread far and wide."
- (3) Tense. Illustrate with any of the "14 demons," in both present and past tense.

Keep the same tense thruout a composition.

Example of violation of this principle: Then he galloped down the road. Soon he stumbles and falls.

- (4) Linking verbs, such as appear, seem, forms of be (am, was, were)

References for the Teacher:

- Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 44-47, 144-147, 173, 356-357, 377-381, Silver
- Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 32, 96, 129-130, 137-146, 151-152, Am. Bk.
- Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 29, 77-82, 284-296, 301-303, 310, 319-320, Ginn
- McFadden, *English Series, Book Three*, pp. 348, 434, Rand

b. Choosing fitting verbs in story telling

Study selections in which picturesque verbs are used. Take, for example, "*The Frost*" by Gould in *Elson Grammar School Reader, Book III*. The following verbs should be found by pupils:

whispered	dressed	stepped
take	spread	pictured
flew	hung	peeped
powdered	crept	bite

These may then be studied to determine the fitness of these verbs. List as many synonyms as possible for each. Substitute those synonyms for the verbs the author used. Which express exactly what the author meant? Which give better pictures?

Give pupils a short sentence in which there is a verb that has many synonyms. See how many different ways the same thing may be said. Which verb expresses the idea most vividly.

- Ex. The gopher ran into his hole.
 The gopher hastened into his hole.
 The gopher scuttled into his hole.
 The gopher scurried into his hole.
 The gopher scampered into his hole.

List verbs that are not in the vocabulary of children and have them make sentences containing these words. Find as many synonyms as possible for the same words and have them substituted for the original verbs. Which are most effective? Which express the meaning best?

Ex.	marveled	lashed	sagged	poised
	appalled	daunted	thundered	uttered
	steeped	gripped	conveyed	flourished

In all composition work thruout the year special attention should be given to the use of verbs. The vocabulary can best be enriched by stressing one thing at a time. If properly motivated, children will enjoy looking for new verbs and "adopting" them as a part of their vocabulary. This work should be correlated with appreciation lessons in reading.

References for the Teacher:

- Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 319-320, Ginn
 Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 44-45, 68, Am. Bk.
 Macdonald, *Junior English, Book One*, pp. 17-20, 117-120, Sanborn
 McFadden, *English Series, Book Three*, pp. 98, 276, Rand

Punctuation

What has been taught in other grades should be applied all thru the year, especially apostrophies in both possessives and contractions and quotation marks and commas in direct discourse. Teach also the divided quotation here. Single quotation taught in sixth year should be reviewed.

References for the Teacher:

- McFadden, *English Series, Book Three*, pp. 406-408, Rand
 Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 98, 148-149, 176, 216, 335, 416-417, Ginn
 Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 1, 8, 10, 29, 35, 39-42, 78, 92, 109, 111, 119-127, 193-194, 213, 339, 360, 412-414, 417-418, Silver

STANDARDS FOR PROMOTION

1. All standards given for fifth and sixth years.
2. Thoro mastery of the difference between a sentence and a phrase;
 between a sentence and a clause.

3. Ability to analyze simple sentences with phrase modifiers; complex sentences.
4. Ability to use in oral and written work a variety of sentences and to use the inverted order of sentences.
5. Ability to use fitting and picturesque verbs in all phases of composition work.
6. Ability to stand and talk smoothly, effectively, and correctly for one or two minutes on a topic which is of interest to the pupil.
7. Ability to write an interesting and correct paragraph of not fewer than six sentences, in the form of a reproduction, book report, explanation of how to do something, experience, or diary.
8. Ability to use the pronoun correctly in all oral and written work.
9. Ability to use the verb, the participle, and infinitive correctly in all oral and written work.
10. Ability to write an interesting friendly letter.
11. Ability to write the correct form of business letters.
12. Ability to make and follow an outline.
13. Gain in enunciation and pronunciation since the beginning of the year.
14. Habit of ending all statements with a lowering inflection.

EIGHTH YEAR

AIMS

1. To develop in children the ability to speak clearly, fluently, and correctly on a worth while topic for at least two minutes.
2. To develop the ability to write effectively and correctly a paragraph of about eight sentences.
3. To develop a conscious use of good English thru a knowledge of the simpler grammatical forms.

TEACHING CHILDREN HOW TO TALK AND WRITE

Composition and grammar

The technique of composition should be even more strongly emphasized this year than in the seventh year. No longer should either teacher or pupil feel that in a story on Columbus, for example, the historical facts are the all-important element. In a language class, instead of attaching first consideration to the facts of Columbus' voyage, stress should be put on how the pupil may so express himself that the audience or reader can understand how Columbus felt in crossing the "Sea of Darkness."

Good composition thru the use of different sentence forms

1. Review of phrases. See seventh year course of study.
2. Review of complex sentences and clauses. See seventh year course of study.
3. Review of pronouns kinds, declensions, case. Extend study to include contrasted use of possessive pronouns and possessive adjectives, correct use of myself, pronouns as predicate nominatives. Establish correct use of relative and interrogative *who* and *whom* by simple diagrams of sentences. See seventh year course of study.

Good composition thru the correct use of different forms of verbs

Review of verbs. See seventh year course of study. In the eighth year children should be able to use the infinitive as the subject of a sentence, as the object of a verb, as an adjective, or an adverbial modifier. They should be able to change infinitives to participles and participles to infinitives.

The incorrect use of the participle should be avoided in such sentences as, Looking toward the west, the sky was all aflame. See Pearson & Kirchwey, *Essentials of English, Higher Grades*, p. 354; also p. 357 for game to establish the correct use of tenses.

Change subordinate clauses to participial phrases, and participial phrases to subordinate clauses. Distinguish between ger-

und and present participle. See Driggs, *Live Language Lessons, Advanced Book*, pp. 327-333; also Cowan, Betz & Charters, *Essential Language Habits, Book III*, pp. 359-365.

Composition objectives for the year

How to tell things clearly

Much more oral than written practice should be given in telling things clearly. The best plan to enlist the children's interest in oral composition is to develop principles to be observed in telling things clearly.

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 30-32, 90-91, 97-98, 124, 161, 167, 220-237, 263-264, 285-288, 330, 384-385, Silver

McFadden, *English Series, Book Three*, pp. 107-110, 133, Rand

Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 294, 298, Am. Bk.

How to explain and define things

All thru life, people have almost daily occasions to explain or define something. Because of a poverty of words and loose thinking, these explanations are often very confusing. The first principle to emphasize is that a noun should be defined by a noun (not "A chinook is when a warm wind blows" but "A chinook is a warm wind"), a verb by a verb, etc. Give opportunities for oral and written practice in defining common objects, and then new terms that arise in history, civics, and current events, (carpet baggers, spoils system, Australian ballot, etc.).

How to debate

In preparing children for a debate the following points should be considered:

1. Meaning of affirmative and negative side
2. Order of speakers; who closes the debate
3. Importance of knowing all details of the subject thoroly. To be sure of this, children should not, for a while at least, debate on a subject that has not been rather thoroly discussed previously in class.
4. Outline of argument
5. Anticipation of opponent's points and preparation to answer them
6. Desirability of jotting down opponent's points while he is speaking

Children should not only be given training in debating, but also in the ethics of taking defeat or victory. Judges (if children) will need to be taught how to judge. The class may sug-

gest the points to be considered, such as fullness of knowledge, how opponent's arguments were met, smoothness of speaking, correctness of grammar, vocabulary, etc.

The following topics are suggested:

Resolved That

It would be better to enlarge the old school house rather than to build a new one.

New library books are needed more than playground equipment.

It pays eighth grade graduates to go to high school.

A cooperative creamery should be established in _____.

The immigration laws should be relaxed.

Japanese and Chinese should be admitted to the United States on the same basis as other foreigners.

How to make an extemporaneous speech

Practice in extemporaneous speaking is an excellent method of training children in ease in speaking to an audience. Two minute speeches should be all that a teacher should expect of the ordinary eighth grade pupil. Topics for these speeches should be those that have been much discussed in the community, home, or school. Encourage children to form and express opinions but only after they have read, heard, and thought thru both sides of the question. Discourage partizanship. The teacher's function is not to impose her opinions on the class, but to take both sides in order to draw children out and stimulate thinking.

The following topics on which there may be at any time a great deal of newspaper publicity or on which there may be a strong community interest are suggested: primary election, farm bureau, health inspection of school children, cost of schools, good roads, care of the feeble minded, enforcement of the Eighteenth Amendment, etc. These topics are too general and should, therefore, be reworded to meet the interest at the time the topic is under discussion.

References for the Teacher:

Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 211-212, Ginn

McFadden, *English Series, Book Three*, pp. 371-372, Rand

How to organize and carry on a club

A literary or debating society, an agricultural club or an organization for the welfare and improvement of the school furnishes a stimulus for effective practice in organization. The work preceding the organization—the preliminary plans—will naturally be informal. Practice in presiding, electing officers, making mo-

tions, etc., may be given to aid self confidence before the real organization is started. The order in organizing a meeting should be as follows:

1. Purpose of the club decided on
2. Appointment of temporary chairman by the teacher
3. Temporary chairman "takes the chair"
4. Temporary secretary appointed or elected to take minutes
5. Motion for name of the new club; second to motion; discussion; question; vote
6. Nomination for president; speeches in behalf of candidates; election
7. New president "takes chair"
8. Other officers nominated and elected
9. A committee appointed to draw up constitution
10. Adjournment
11. Drafting a constitution

For further helps in organization, parliamentary procedure, drafting constitution, etc., see Pearson & Kirchway, *Essentials of English, Higher Grades*, pp. 227-234 and the civics course of study.

How to put oneself in the place of an historical character

This work may be both oral and written. The following suggestions for topics are offered:

1. Imagine yourself to be a Spanish soldier under DeSoto. Write a letter to one of your friends in Spain telling of the voyage and discovery.
2. Imagine yourself to be a boy (or girl) of Concord at the time of Paul Revere's ride and the battle of Concord Bridge. Tell the story of the tense excitement at that time, the assembling of the Minute Men, of the firing of "the shot heard around the world."
3. Imagine that you are one of the Montana immigrants who took the long overland journey to Virginia City in the early days. Write a letter to an aunt back in Ohio telling of the emigrant wagons, your companions, the long weary journey, etc.

SOURCE OF MATERIAL

Letter writing

Friendly letters

See Friendly Letters under Adjectives in technical work for this year.

Business letters

Form of heading, address, salutation, and complimentary ending should be reviewed. Emphasis should this year be placed on the content of the letter rather than on the mechanics. Suggested topics are:

- a. Requests for catalogs
- b. Imaginary letter of the company to whom the letter is sent calling attention to some change in the policy of the company

- c. Ordering supplies for home or school
- d. Applying for a position
- e. Complaining because of delay in receiving goods ordered or for bad condition in which they were received (A good lesson in courtesy)

As in all other work there should, of course, be a preparatory lesson before assignments are made. There should be discussions and illustrations of how to make a letter business-like yet courteous, concise yet not stilted, original yet not facetious.

References for the Teacher:

- Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 317-320, 382-384, Silver
- Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 87-92, 120-121, 170-171, 247-250, 276-277, 321-322, 356, Ginn
- McFadden, *English Series, Book Three*, pp. 471-474, Rand
- Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 83, 361-378, Am. Bk.

Publishing a school paper

If quality rather than quantity is the standard, one or two issues a year will be all that should be attempted. Every pupil in class may work on the same phase of work (news items at one time, story at another time, etc.) and either the best results or the article showing the greatest effort or improvement, used for the school paper. If there is a typewriter available, the teacher or pupils may copy the articles chosen. If this is done, the original article should not, of course, be "touched up" by the typist.

News items

Study news items in well written daily papers for clearness of style, well chosen words, etc. A paragraph of from four to eight well constructed sentences should be expected. Avoid such items as, "Mr. John Smith has a new piano" or "Lester Roberts went to the county seat for week-end." Events that really take place in the school or community should give an abundance of topics. The following suggest others:

- A Class Debate
- A Red Letter Lesson
- An Experience in a Blizzard
- The Arithmetic Contest
- What the Standard Tests Revealed
- Fred Shaw's Puppy
- Our New Library
- The Christmas Program

The funny column

This will give children practice in writing really humorous anecdotes and using direct quotations. Study the method of paragraphing in conversation or dialogues. Develop in children the ethics of laughing with people, not at them. Humorous answers to the teacher's questions often give good material for jokes.

Children's page

The best stories written during the year may be used for this. Animal story contests, local history story contests, character sketch contests will help to arouse more interest in technique of writing.

Original poems

Writing poetry is a means of stimulating interest in good poetry. It should not be forced, but encouraged. Models may be studied, also poems written by children of the same age. For the latter, see *Language Course of Study* of the State Normal College Training School.

Editorials

As editorials express opinions and attempt to influence the reader and develop policies, they are more difficult than most types of writing. However, if the morale of the school is good and the atmosphere social, children will have opinions which they will be glad to express. Suggestions for self-government, lengthening the school term, securing better attendance, and raising money for playground or other equipment will arouse food for thought in editorial writings.

Miscellaneous

Description of places of special interest in the community or county, local history stories and Indian legends will add to the interest of the paper.

References for the Teacher:

McFadden. *English Series, Book Three*, pp. 163, 310-317. Rand

Language Course of Study, S. N. Col., Dillon

Driggs, *Live Language Lessons, Advance Book*, pp. 134-136, 164-177, U. Pub.

Writing plays

No attempt should be made to write a play until children are thoroly saturated with some story, event in history, or poem which is full of dramatic possibilities. See Dramatization in fifth year course of study for method of procedure.

When writing a play children must get the spirit of the time and the characters. A constant question should be, "How would you have spoken if you had been in such a place?" or "How would that have been said by a man in those days?"

Historical plays should be written as an outgrowth of biographical study, the aim of children being to present the play so that the audience will get the impression and feel the thrill as they did when they studied the life of some great explorer, inventor, or other hero. It may be children wish the audience to hate the greed of Pizarro, the treachery of Benedict Arnold, or the selfish ambition of Napoleon. Whichever type of person they wish to portray, they must write and act the play so that others will feel the admiration, pity, or contempt that they themselves have felt. The more children read in preparation, the more nearly will the play represent the truth. They should become familiar with the country in which the scene is laid, the occupations, amusements, home life, clothes, and food of the people.

In planning the historical play, determine the principal events to be portrayed in two or three acts; how a lapse of days, months, or years may be indicated; what details will help to make the time and place seem real; and how the acts may be so arranged as to lead up to a climax. Always outline the act before writing it in dialogue form. (See Maxwell, Johnson & Barnum, *Speaking and Writing, Book Three*, Am. Bk.)

Of course the plays should be acted later as a part of a special day or Friday afternoon program. The presentation of the play to an audience furnishes the motive for writing it.

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, 343-353, Silver

McFadden, *English Series, Book Three*, p. 389, Rand

Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 322-326, Am. Bk.

Technical work

Review

Review of technical grammar work of fifth, sixth, and seventh years in general; also in particular detail

1. Review a few vital facts relating to the agreement of the verb and its subject in connection with all written work:
 - a. Singular subjects connected by *and*
 - b. Singular subjects connected by *or*
 - c. The pronoun *you*

d. Collective nouns

e. Two or more subjects, some singular and others plural

2. Review of sentence study; subject, predicate, object; phrases and clauses.

3. Review singular and plural possessives.

4. Review forming plurals of such words as *child*, *woman*, *ax*, *ox*, *fly*, *brother-in-law*, and the plural of letters, figures, and signs; as,

The table of 7's is difficult to learn.

Of minor importance are

1. Voice: this is readily illustrated in varieties of ways of stating the same thing. He tolled the bell. The bell was tolled by him.

2. Mood

Parts of speech

1. Pronouns

a. Case of pronoun as compound direct and indirect object

Ex. She saw Mary and *him* at the fair.

Give John and *me* the apples.

b. Case and form of pronoun as compound object of a preposition

Ex. The flowers were divided between *him* and *her*.

c. Case of interrogative pronouns. Teach interrogative *who* and *whom* before relative *who* and *whom*. See Pearson & Kirchwey, *Essentials of English*, Higher Grades, pp. 280-287.

d. Case of relative pronouns. *Who* the only relative pronoun which changes form for case.

e. Person and number of pronouns. Agreement of pronoun and its antecedent in person, number, and gender.

f. Study the following words used as indefinite pronouns: any, anyone, another, both, each, either, neither, everybody, everyone, few, many. This topic needs a great deal of drill. Example of agreement with antecedent: Each of the boys *has* given the best *he* has. Not—Each of the boys *have* given the best *they* have.

g. Parsing of pronouns.

This should be done particularly to develop "case feeling." A generation ago parsing was overdone but probably the pendulum has swung too far the other way. Parsing should be done until children can differentiate between kinds of pronouns and recognize the case of each. For a method of parsing, see Potter, Jeschke & Gillet, *Oral and Written English*, Complete Book, p. 413.

2. Adjectives

a. As an aid in composition

(1) Descriptive

(2) Limiting

To correct such errors as *them* apples; *this here* "house; wrong form of *this* and *that* before *kind* and *sort*

(3) Cardinal and ordinal

To correct such errors as "23st. Street"

(4) Placing adjectives in sentence building

(a) Near the word which it modifies

Example of violation: She bought a *fresh* box of strawberries.

(b) After the noun it modifies or after the verb for variety and force

Ex. A disagreeable day was his birthday, dark and threatening.

A little woman, demure and frail, met us at the station.

(5) Comparison

(6) Changing adjective phrases and clauses to adjectives for the sake of conciseness

This will necessitate a review of clauses.

(7) Adjectives instead of adverbs after appears, feels, looks, seems, smells, sounds, and tastes; as, he feels bad, not badly.

This is so frequently violated much drill should be given to it.

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits*, Bk. III, pp. 71, 72, 198-205, 207, 358, 367-369, Silver

Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 46, 82, 100, 230-234, 238, 253, Ginn

McFadden, *English Series, Book Three*, pp. 463-464, Rand

Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 102-103, 119-122, 392-400, Am. Bk.

b. Variety by use of good adjectives

(1) *Increasing the vocabulary*

(a) Synonyms to appreciate shades of meaning

Ex. ignorant, illiterate, uneducated, old, ancient, antiquated, antique, obsolete, rare

Klapper in *The Teaching of English* suggests variety, not only in adjectives but in other expressions, by taking a carefully chosen sentence from a story which children like and having children express the thought in as many ways as possible. The original sentence is written on the board separated into its natural subdivisions by vertical lines and the synonymous expressions contributed by children written below; as,

The old scholar / arose /early each day/to study the holy laws

The old prophet / bestirred /at the first /to study the holy books
himself /sign of day /

The pious old man/ awoke /at the coming /to read the command-
/of daylight / ments of the Lord.

The God-fearing / /before the sun /
rabbi / /showed his face /

The old religious / /with the world /
student / /still wrapped in/
/the darkness of/
/the night /

(b) Danger of overuse and wrong use of adjectives, especially *great*, *good*, *grand*, *fine*, *awful*, *fierce*, *funny*, *cute*, *nice*, *mad*, *wonderful*.

Children should be given much practice in finding synonyms for the above words and using them in sentences.

Ex. He is a *fine* man.

Honest, upright, respectable, conscientious, pious, trustworthy, virtuous, devout, well-behaved, or honorable might better express the meaning of the speaker.

(c) Words to describe the movement of a turkey; a mouse; a waterfall; a bicycle ridden by a boy for the first time; the wind.

(d) Words that describe odor—in a kitchen at noon, in a hay field, in the pine woods.

(e) Words that describe sounds—night hawk, a robin "calling for rain."

(g) Words that describe the color—mountain view during a chinook, a trout, a sunset.

(h) Words that describe texture—a cobweb, pussy willow, a cloud.

(i) Expressions that describe a dark day, a snow storm, an Indian's face, a cat's eyes, an old man.

(j) Expressions given to children, who apply them in sentences to fit the proper person, place, animal, or object; such as,

swarming multitudes	terror stricken
looked askance	clear-cut features
tinkled merrily	gliding movement
tremenduous effort	stealthy tread

(2) Word portraits

Applying the above, write paragraph descriptions to make a word picture. See references below for further suggestions. Preparation should be made for these lessons by class exercises in reading and analyzing models. See Driggs, *Live Language Lessons*; Macdonald, *Junior English*; reading books; etc., listing expressions that will help to make good pictures and by outlining the paragraph to be written.

(3) Word cartoons

This is only a suggestion to give variety in description of people. This type of description gives excellent opportunities for comparison by using figures of speech. See Driggs, *Live Language Lessons* for models and further suggestions.

(4) Description of places

(5) Friendly letters

As social letters should be largely a word picture of what one sees, this is the time to apply in letter writing what has been learned in regard to good descriptions. See seventh year course of study for models.

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits*, Bk. III, pp. 125-234, 257, Silver

Macdonald, *Junior English, Book One*, pp. 17-19, 117-120, Sanborn Klapper, *The Teaching of English*, pp. 101, 109

Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 114-115, 251-253, 299-303, 395-398, Am. Bk.

McFadden, *English Series*, pp. 133-136, Rand

Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 239-242, Ginn

3. Verbs

a. Principal parts of verbs

How the dictionary expresses past tense, present participle, and past participle of verbs. Regular and irregular verbs.

b. Transitive and intransitive verbs

Easy illustrations until difference is clear.

Ex. The boy climbed the tree. The children ran around the house.

c. Participle

Its relation to both verb and adjective. How participle helps sentence conciseness.

Participle and gerund contrasted. Singing all the day, she did her work. Singing was her chief delight.

d. Infinitive

Rule against splitting infinitives, as "to sketch roughly," not "to roughly sketch." How infinitives help sentence conciseness.

How infinitives help sentence conciseness.

e. Parsing verbs

This is for the sake of strengthening the knowledge of tense and the principle in regard to agreement of subject and predicate. For method of parsing, see Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, p. 414.

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits, Bk. III*, pp. 168-174, 266-277, 291-294, 355-369, 373-381, 401, Silver.

Pearson & Kirchwey, *Essentials of English, Higher Grades*, pp. 32, 96, 129-130, 137-146, 151-152, 328-360, 452, Am. Bk.

Potter, Jeschke & Gillet, *Oral and Written English, Complete Book*, pp. 29, 77-82, 284-296, 301-303, 310, 319-320, 387-388, 391-393, 397-399, 414, Ginn

McFadden, *English Series, Book Three*, pp. 348, 434, Rand

4. Adverbs

a. The use of negatives

See Common Errors of Speech in sixth year course of study.

b. Adverbial phrases and clauses

This will bring in a review of prepositions, complex sentences, and subordinate conjunctions. For the sake of sentence conciseness it is sometimes better to use adverbs in place of adverb phrases and clauses. Therefore, practice should be given in changing from one to the other.

c. Placing adverbs in sentence building

For the sake of sentence clearness, adverbs, adverb phrases and clauses should be placed as near as possible to the words they modify.

d. Comparison of adverbs

e. Correct use of adverbs

- (1) The following adjectives and adverbs are often confused and should, therefore, be studied:

good, well—John does his work *well*. (not *good*)
 most, almost—Mary *almost* fell down. (not *most*)
 real, really—The child is *really* pretty. (not *real*)

- (2) Also study the correct placing of only (adverb or adjective) to express the meaning intended.

Ex.—*Only* Jane and I were invited.

Jane and I were *only* invited.

- (3) Review the use of adjectives (not adverbs) after appear, feels, looks, seems, smells, sounds, and tastes.

f. Choice of adverbs to aid description

A careful selection of adverbs is one more method of increasing the child's vocabulary. Have children find all the adverbs that will modify a certain verb, as

The woman laughed scornfully, hoarsely, harshly, wildly, loudly, timidly, quietly, gleefully, etc.

Substitutes for awfully should be studied: very, terribly, exceedingly, extremely, etc.

References for the Teacher:

Cowan, Betz & Charters, *Essential Language Habits*, Bk. III, pp. 22-24, 83-87, 114, 198-199, 206-207, Silver

Pearson & Kirchwey, *Essentials of English*, *Higher Grades*, pp. 103-110, 120-121, 401-402, 417, 433, 441-442, Am. Bk.

McFadden, *English Series*, *Book Three*, pp. 474-478, 480-484, Rand

Potter, Jeschke & Gillet, *Oral and Written English*, *Complete Book*, pp. 54-56, 81-82, 101, 106-108, 255-266, 279-280, Ginn

Analysis of sentences

Analysis of simple, complex, and compound sentences should be continued this year. Diagramming as suggested in the seventh year may be used as an aid in analysis.

Paragraphing

The children in the elementary school should not be required to write more than one paragraph on a given topic, they may have occasions, especially in letter writing to write more than a paragraph. This study may be approached by reviewing selections from their readers and finding a topic for each paragraph. Later children may be led to look for topic sentences.

In connection with this work, children should study anecdotes, plays, etc., to show how to paragraph dialogues.

Capitalization

Review and apply all rules learned in other years. See index of basal text.

Punctuation

Review and apply all rules learned in other years with emphasis on direct quotation, contractions and possessives, singular and plural. The very frequent errors are in

1. Singular possessives, such as *Holme's*, *ladie's*, *thrush'es*, instead of *Holmes'*, *lady's*, *thrush's*.

2. Plural possessives, such as *flie's*, *boy's* instead of *flies'*, *boys'*.

More attention should be given to the common methods of forming possessive plural (boys', flies') than to the uncommon (men's). Children confuse these two. Distinguish between nouns whose plurals end in *s* and those which do not end in *s*.

STANDARDS FOR PROMOTION

1. All standards given for other grades.
2. Absolute mastery of the sentence idea: the difference between a phrase and a sentence, a clause and a sentence.
3. Ability to use fitting and picturesque adjectives in both oral and written work and not to overwork such adjectives as *grand*, *fine*, etc.
4. Ability to use correctly the different kinds and forms of adjectives as given in this outline, also adjective phrases and clauses.
5. Ability to use the adverb correctly and to use a variety of adverbs to express the exact meaning intended. Ability to recognize adverb phrases and clauses and place them correctly in a sentence.
6. Ability to tell stories clearly, correctly, and interestingly and to reproduce reference reading in the same way.
7. Ability to explain and define common things as shown in tests in all subjects.
8. Ability to stand for about two minutes and debate or give a short serious talk on a subject which is of interest to the pupil.
9. Ability to take part in a club meeting electing officers, making motions, presiding and writing minutes.
10. Ability to write clear, brief, and courteous business letters on a variety of subjects.
11. Gain in enunciation and pronunciation since the beginning of the year.
12. Knowledge of paragraphing and the topic sentence.
13. Ability to punctuate correctly in direct quotations, singular and plural possessives, and contractions.

SPELLING

GENERAL SUGGESTIONS

AIMS

1. *To give pupils ability to spell correctly words in their own writing vocabulary.*
2. *To cause them to form the habit of pronouncing correctly words in their own reading and speaking vocabulary.*
3. *To give them power to master spelling and pronunciation of new words easily when needed.*
4. *To enable them to use words intelligently in sentences.*

SCOPE OF THE COURSE OF STUDY

As a school subject spelling includes

1. Phonics, or a study of sounds of human speech.
2. Pronunciation, or the proper articulation and enunciation of words.
3. Spelling, or correct writing of words.
4. Word study, or analysis, formation, meaning, and use of words.

Teaching is necessary in each of these fields. To know a word one must know its pronunciation, spelling, meaning, and use. Children need to have definite lessons assigned and to be taught how to study in each of these fields. Effective word mastery can come only thru careful training in every phase of word study.

SOURCES OF POOR SPELLING

Pupils are sometimes found to be very poor in spelling as compared with other subjects. Teachers need to know why poor spellers are poor. They should check up all poor spellers on the following list of causes and set about immediately in an earnest effort to remove the difficulties.

Poor methods of teaching

Finding errors more than preventing them
Testing children more than teaching
Assigning too many words for one lesson
Assigning words not commonly used
Teachers and pupils pronounce words differently

Poor methods of learning

Lack of an economical method of study
Incorrect pronunciation of words
Poor enunciation and articulation

Poor listening; defective hearing
Indistinct vision; blurred perception
Poor handwriting
Poor reading; small amount of reading
Lack of interest, indifference, carelessness

Too many lessons close the moment a teacher has heard how well pupils can spell words assigned. An exercise in spelling is tested by the quality of instruction rather than by an examination of the pupil's knowledge. Emphasis should be placed on the manner of learning to spell words and on special difficulties that may arise during the learning period. Teachers need to give more attention to methods by which pupils learn to spell. A part of the class period should be used in presenting and studying new words. A modern lesson type is one in which the class period is used not only for the purpose of finding out how well children can spell words assigned, but also for the purpose of developing proper habits of study and making children self-helpful in the mastery of words. It is not "lesson hearing," but *real teaching*, that results in word mastery. Instruction, not examination is the primary object of a live spelling lesson, except it be for review only.

SELECTION AND GRADING OF WORDS

Sources of word list

1. Words from adopted text for that grade, including the most important of the difficult words of preceding grades
2. Other words which children are most likely to use in their written work in all subjects
3. Other words which will be most frequently used in writing after children leave school
4. Other words commonly used among children at play, at school and at home (The speaking words of children come most naturally to them in their writing. Some of these are repeatedly misspelled; yet, because they are so common, they are overlooked in the spelling class.)

Basis of selection

Personal opinion is admittedly not the safest guide for the selection of spelling words. Scientific investigations are necessary. A number of these have been made and are referred to at the end of this course. Teachers should select such words as are recommended by these investigators. Every teacher should be familiar with such lists as those of Ayres, Jones, Courtis, Horn-Ashbaugh, and Washburne.

In selecting a word for spelling outside of the text (and this should be done frequently), a teacher should ask herself such questions as:

1. Will my pupils need this word in their writing?
2. Is it probable that they will use it even if they know how to spell it?
3. Are they using it now in their talking?
4. Is it a child's word?
5. Is it within the comprehension and spelling ability of children of this grade?

Teacher's list

The teacher of any grade should keep a list of the words selected for the children of that grade. Such a list helps to organize and make definite the work for each class and will be found indispensable for reviews and drill lessons. An alphabetical arrangement of such a list would be most helpful.

Number of words to lesson

The number of words to a lesson will depend somewhat upon the method used. If the list in any grade is divided into units containing new and review words to be taught each *week*, then the entire list of the twenty or more new words will be presented each Monday and form the basis of the week's work. See *Horn-Ashbaugh Spelling Book*. This number need not be large since investigations show that fifty common words make up half of all written English and one thousand different words account for nine-tenths of all written English. In written spelling pupils should master on the average from two to six new words to a daily lesson; two are better than six. Eight or ten review words should be included in each lesson. At the rate of two new words a day a pupil can acquire a written vocabulary of 2500 or 2800 words in the elementary school. Pupils learn to spell words in their daily lessons by seeing them repeatedly in print. The words learned outside of the regular spelling lessons added to new ones acquired in class every day give a vocabulary as large as the majority of people at the present time use. Scientific studies in spelling show that the maximum number of words needed for all ordinary writing purposes is not over 4000. More than this number could be learned with three new words per lesson, even if none were actually learned outside of the spelling class.

METHOD

Suggestive discussions concerning method of teaching spelling

For valuable discussions on the teaching of spelling see books starred twice in the list of references on the last page of these General Suggestions. For detailed suggestions on procedure for each day of the week see *Horn-Ashbaugh Spelling Book*, VIII-XIII.

Definite, systematic program

Each teacher should have a definite, systematic program for study and drill periods. Investigations show that (1) an "incidental method" of teaching spelling does not produce desired results; (2) some systematic procedure in both teaching and learning is essential; (3) such procedure should be as economical as possible of time and effort for both teacher and pupil.

Testing before study as well as after study

Testing children on the new words before study

1. Helps the teacher to determine which children need special drill and which do not need to study those particular words.
2. Helps the teacher to determine which words need special emphasis.
3. Furnishes each child with a definite objective when he discovers which words give him difficulty. He is aided in forming good habits of study when he is encouraged to concentrate attention on words he does not know.

Development of a spelling conscience

The teacher should help children to develop a "spelling conscience." Children should acquire "a realization of the attitude of society toward misspellings, so that the slightest doubt in regard to the correct spelling of a word will operate to make them look up the spelling in a dictionary. * * * * * No teacher has discharged her duty until she has succeeded in bringing to the children's consciousness the consequences attending misspelling and in arousing in them the desire to become good spellers. The basic aim of the spelling work is thus, *not* the teaching of the spelling of the words of the course, but the *development of the ideal of not making mistakes in spelling.*" (Courtis, *Teaching Spelling by Plays and Games*, pp. 2-4)

Suggestions for individual study

The following rules for study were taken from the *Eighteenth Yearbook, Part II*, page 72:

1. The first step to learning to spell a word is to pronounce it correctly. If you do not know how to pronounce a word, look up the pronunciation in the dictionary. When you are certain that you know how the word is pronounced, pronounce it, enunciating each syllable as you say it.
2. Close your eyes and try to recall how the word looks, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word be sure to enunciate the syllables carefully.
3. Open your eyes to make sure that you were able to recall the correct spelling.
4. Look at the word again, enunciating the syllables distinctly.
5. Recall again, with closed eyes, how the word looked.
6. Check again with the correct form. This recall (as in 2 and 5) should be repeated at least three times, and oftener if you have difficulty in recalling the correct form of the word.
7. When you feel sure that you have learned the word, write it without looking at the book, and then check with the correct form.
8. Repeat this two or more times without looking either at the book or at your previous attempts.
9. If you miss the word on either of these trials you should copy it in your spelling notebook, since it probably is especially difficult for you.

See also suggestions on pages XIII to XVI in the *Horn-Ashbaugh Speller*.

Child's spelling tablet

Each pupil should have a spelling tablet in which to write words as he spells them in class. Words missed should be re-written at the foot of the page on which the lesson was written. These misspelled words should be studied carefully for the next day's lesson. The pupil should write correctly in alphabetical order in the back part of his spelling tablet all words which he misspells in his regular written work of the day. He should include in this list the correct spelling of words which he has to look up in the dictionary before using them in his compositions, and the words which he misspells repeatedly in class. A good heading for this list is "Words in My Vocabulary Which I Misspell," or "My Black List." Teachers should see that pupils write words correctly when recording them. These words should be studied more than any others. Day after day they should be reviewed until thoroly mastered. Occasionally they may be given to the

whole class. This plan carefully followed will enable pupils to spell words correctly weeks and months after they were learned for the first time.

Order of presentation

The order of presentation in the teaching of new words should be followed without exception. *See the word, hear it, pronounce it, spell it, write it, repeat it.* If little children will look at the new word thoughtfully until they have its exact picture in mind, if they will listen carefully when it is correctly spoken, and if they will use it properly in talking, and spell it correctly in their writing, there is no reason why they should not become good spellers.

Individual differences

It has been found that people do not learn equally well in the same way. In spelling children are:

Sense organ learners

Eye learners

Ear learners

Muscle learners

Vocal organ learners

Hand learners

It appears that the normal child belongs to all four classes, but more decidedly to one class than to another. The more sense organs brought into use by the average child, the more lasting will be the impressions.

Interest and Motivation

Psychology has also shown that the mind retains most easily and permanently those impressions in which it is most interested. To fix in mind the correct spelling of words teachers should

Arouse an interest in each word

Relate each word to pronunciation, meaning, and experience

Devise methods of study and drill that call into play the eye, the ear, the vocal organs, and the hand muscles (Adapted from *New Jersey State Course of Study*)

Interest in the spelling lesson may be aroused and maintained in a great variety of ways. To insure continued interest the methods used should vary greatly with the drilling devices and exercises. The work should be motivated particularly for those children who do not like spelling and in the case of words which are most difficult and troublesome. Interest is stimulated if children are given opportunity to help make plans and carry them out. In illustration of this type of work

Children may help select the words that need most attention.

They may make special lists of words built up around their own interests. The unusual words that may come into such lists should be watched and avoided.

They may write letters, keep records, compose descriptions, etc., and select for dictation paragraphs containing the best thot.

Their written work, which requires accurate spelling, may be exhibited on special occasions or at fairs.

They may keep a minimum list of misspelled words, striking off words when they appear correctly spelled repeatedly in written work.

They may keep a record of their own progress by days or weeks and compare with that of their classmates. (See arithmetic curriculum for plan of record graph.)

There is probably no factor so important in learning to spell as that of the learner's consciousness of his own improvement. Teachers should provide definite, objective standards for each pupil and every class. Developed attitude of mind bent on reaching such standards thoroly motivates the study. It is much more satisfactory to say to a child or class: "You spelled as well as most boys in the sixth grade," or "You spelled better than eight of ten children of the fifth grade can do," or "You spelled ten per cent better than you did three months ago," than it is to say "You did very well," or "pretty well," or "a little better than last month."

Definite word study

"The thotful consideration of a word is the necessary preparation for an intelligent and economical memorizing." Children need assistance in forming effective habits in attacking new words. They should be given systematic training in the following phases of word study:

Pronunciation and enunciation

Every effort should be made to secure accurate pronunciation and clear enunciation.

Pupils should *pronounce* the word *correctly* and spell it orally, both by sound and by letter. "A word correctly pronounced is half spelled." Pupils should spell the word by sound, articulating and enunciating well. Do not permit "goin" or "git." Even exaggerate the vowel sound or syllable divisions to make this clear.

Phonic spelling

Phonics may be of invaluable assistance in the pronunciation and spelling of many words. Some words are easily grouped into families. A family of words is a group of words containing a common part called the phonogram. The lessons in the text

upon Drill in Phonics contain such groups or families of words. Words so arranged "spell themselves" or nearly so when once the child learns the phonograms common to the group. A suggestive plan for teaching these words is given below. The plan will not save teaching or learning time unless six or more words containing the common phonogram can be found. In one lesson period one or two families or groups of phonetic words can be taught. The teaching, not the testing, should receive emphasis even in drill lessons.

1. *Teaching steps*

a. Children find and give the part common to all the words in the list. For example, ur, ir, er. These should be taught together.

b. Children find the common part in each word in the list and pronounce it just before each word containing it is pronounced. For example, ur, urn; ir, fir; er, fern.

c. Children spell each word phonetically with emphasis on the common part. For example, ur-n, urn; f-ir, fir; f-er-n, fern. Begin with phonetic spelling and only after the pupils have a good grasp of this should all the letters of the word be given.

2. *Testing step*

Children write the common part and a selected few of the words containing it from dictation.

Word analysis

Discuss and drill upon the difficult parts of the new words, as the fourth letter of "business," or next to the last letter in "grammar." Pay special attention to the middle part of the word. The first and last parts of a word are often more easily learned than the middle part.

Meaning and use of words

Children should learn meaning of new words and use them correctly in apt phrases or original sentences.

Effective spelling drills

The most effective methods of teaching make use of spelling drill. This involves three principles needed in making permanent the correct spelling of words.

*1. There must be a sufficient number of repetitions. Definite results can be had only with a large number of repetitions upon a limited number of words to a lesson. The more frequently a correct word form is recalled the better it is retained in memory.

*Freeman, *Psychology of the Common Branches*, p. 125f

2. The learner's attention must be given to the spelling of each word. Drill emphasizes the need of giving attention to one fact or one aspect of the word at a time. The child's attention in drill is primarily upon the way a word is spelled, not in its thot, form of its letters, or some other aspect.

3. The learner should form only correct associations. Teachers should anticipate the words the child is likely to misspell and give him special practice in their spelling, so as to avoid any wrong association.

Length of study period

The study period should not be over fifteen minutes in length. A long study period tends to make pupils lose interest in their work. Short periods of study and correct methods of learning will best secure satisfactory results.

Dictation

This should include words, phrases, meaningful sentences, quotations, compositions, etc.

1. Spelling lists of words orally
2. Writing lists of words correctly
3. Spelling correctly in compositions when attention is on the thot.

These require different abilities. Training in one ability does not guarantee success in others. The teacher should provide abundant practice in use of words in their natural setting so that children may develop ability to spell correctly in all their written work. See Courtis, *Teaching Spelling by Plays and Games* for suggestions.

Frequent and systematic reviews

Repeat the spelling of the word in daily reviews and keep up this practice until the word becomes a part of the vocabulary of the learner. The number of times a child reviews a word depends largely upon the method of teaching used. See the plans of Courtis, Horn-Ashbaugh, and Washburne for suggestions. The following plan is used in Cleveland:

According to the Cleveland plan for systematic reviews "words taught yesterday are reviewed with those taught today. Those taken up as new words last week are reviewed in connection with those taken up this week. After eighty new words have been taught, they are reviewed a third time for a test to which added interest is given by the fact that all classes of the same grade are simultaneously thruout the school system studying the same words and the results published. At the end of the year and prior to a final examination, the words, then amounting to 320 are for a fourth time reviewed; and they are used a fifth time the following year, being taken up as subsidiary words in connection with a new list."—Repeer, *Teaching Elementary School Subjects*, p. 74

The success of this plan in Cleveland and other large school systems of the country has proved its efficacy.

Oral and written spelling

Oral spelling

Oral spelling should always precede written spelling.

1. Pupils should see the form of the word *clearly*. If the word is of more than one syllable, emphasize the form by writing it on the board. Note the hard part of the word by underlining it or writing it in colored crayon. Memorize the hard part. For example, "a" in separate, "ei" in receive, or the apostrophe in haven't.

2. Pupils should *hear* the word *distinctly*. Note all the syllables of the word and the vowel sounds. For example, histo-ry, not his-try; culinary,—long u, not short u.

Written spelling

Pupils should write the word *legibly*. Primary pupils should trace the word in the air. The word should be written in original sentences.

STANDARD TESTS

Measuring the results of instruction in any subject, especially in those subjects which involve chiefly mechanical skills, is most satisfactory when standard scales or tests are used. The *Measuring Scale for Ability in Spelling*, by Dr. Leonard P. Ayres measures the ability of children to spell the one thousand English words most commonly used in correspondence. (See list of references on last page of these General Suggestions. The Ayres Scale may be found in the *Teacher's Manual* for the adopted text.) A simple scheme for teachers to use in giving tests based on a course of study derived from the Ayres Scale is given in Courtis, *Teaching Spelling by Plays and Games*. Other important lists are those of Washburne, Ashbaugh, and Jones. See list of references.

JONES' LIST OF ONE HUNDRED DEMONS

Dr. W. F. Jones of South Dakota University found that 1050 children in grades two to eight in four different states in writing 75,000 themes used 4532 different words. One hundred of these words which were frequently and persistently misspelled in all grades were named "Demons." Now these 100 words have been tested in 19 school systems of the United States with the following result:

Grade	4	5	6	7	8
Score: %.....	67.2	80.3	84.3	89.1	93.0

If your pupils can do as well, they are up to the average.
Here are the words:

ache	grammar	since
again	guess	some
always	hair	straight
among	having	sugar
answer	hear	sure
any	heard	tear
been	here	their
beginning	hoarse	there
believe	hour	they
blue	instead	tho
break	just	thru
built	knew	tired
business	know	tonight
busy	laid	too
buy	loose	trouble
can't	lose	truly
choose	making	Tuesday
color	money	two
coming	meant	used
cough	minute	very
could	much	wear
country	none	Wednesday
dear	often	week
doctor	once	where
does	piece	whether
done	raise	which
don't	read	whole
early	ready	women
easy	said	won't
enuf	says	would
every	seems	write
February	separate	writing
forty	shoes	wrote
friend		

SIMPLIFIED SPELLING

The Simplified Spelling Board consists of some of the most distinguished educational, literary, and business men of America. Its recommendations have been approved by many eminent scholars. Several state normal schools and colleges use simplified spelling in all their office typewriting and printed matter. Some of our leading magazines and newspapers have been using it for years. Some states are recommending it thru their state courses of study. Twenty-seven words have been selected which have been quite generally approved. It is recommended that pupils be

taught the revised spelling of these words. The form now in use and the simplified form should both be accepted as correct in examination, but the simplified form is to be preferred.

alfabet	fantom	rime
altho	fulfil	stedfast
anemic	furlo	sulfur
brot	enuf	telephone
catalog	mama	telegraf
coquet	paragraf	tho
demagog	program	thoro
diafram	prolog	thot
dialog	quartet	thru

Send to the Simplified Spelling Board (see list of references on last page of General Suggestions) for a copy of the two pamphlets: (1) *Reasons and Rules for Simplified Spelling* (free) and (2) *Handbook of Simplified Spelling* (50c, paper cover).

Materials:

Spelling tablets for each pupil and for the teacher
 An unabridged dictionary for occasional reference
 Several elementary school dictionaries for general use

References:

- *Ashbaugh, *The Iowa Spelling Scales*, Pub. Sch.
- *Ayres, *A Measuring Scale of Ability in Spelling*. Buckingham Extension, Pub. Sch.
- Buckingham, *Spelling Ability; Its Measurement and Distribution*, Bur. Pub.
- Cook & O'Shea, *The Child and His Spelling*, Bobbs
- **Courtis, *Teaching Spelling by Plays and Games*, Courtis
- Davis, *The Technique of Teaching*, Macm.
- Detroit Progressive Lessons in Spelling—Handwriting*, Bd. Ed.
- Eighteenth Yearbook of the Society for the Study of Education, Part II*, Chapter III, Pub. Sch.
- Eldridge, *Six Thousand Common English Words*, Eld.
- **Horn-Ashbaugh *Spelling Book*, Lipp.
- *Jones, *Concrete Investigation of the Material of English Spelling*, Jones
- Kendall & Mirick, *How to Teach the Fundamental Subjects*, Houghton
- La Rue, *The Child's Mind and the Common Branches*, Macm.
- *Monroe, *Timed Sentence Spelling Tests*, Pub. Sch.
- *Morrison-McCall, *Spelling Scale*, World
- Pryor & Pittman, *A Guide to the Teaching of Spelling*, Macm.
- *Studebaker, *Results of an Investigation of Pupil's Ability to Spell*, Newson
- Suzzalo, *The Teaching of Spelling*, Houghton
- Thorndike, *The Teacher's Word Book*, Bur. Pub.
- Tidyman, *Teaching of Spelling*, World

- **Washburne, *Individual Speller-Manual*, World
 Wohlfarth & Rogers, *Teacher's Manual for the New World Spellers*,
 World
 Simplified Spelling, *Free circulars*, Sp. Bd.

*References starred once are scales or tests; those starred twice contain discussions on the teaching of spelling as well as lists of words selected and graded on the basis of scientific research.

FIRST YEAR

In this grade no spelling text should be used and there should be no formal spelling classes. Lessons in phonics, pronunciation, enunciation, development of meanings, and use of words in sentences lay a foundation for spelling work of later grades.

SECOND YEAR

No spelling text should be used and there should be no formal spelling classes.

After children have learned to write with ease, their attention should be called to the way words are spelled when they are used in copying and dictation. In writing language lessons, children will want to use more words than they can spell. The teacher should anticipate these and in the oral lesson preceding the written work, ask children how they think the word should be spelled, as she pronounces it slowly, syllable by syllable. Then she may write it on the board. For example, children may wish to write about popping corn. The teacher should anticipate that *pop* and *popper* will naturally be used by the children, so she may ask how they think *pop* should be spelled. She may write what the pupils give on the blackboard and then say that the first part of *popper* is spelled just the same. Then she may spell orally and write the latter word for the class.

No word should be taught before children know the meaning of it. The meaning should be developed orally by having it used in sentences.

THIRD AND FOURTH YEARS—CLASS C

These are the years for intensive work of a very definite kind. It is the time when children enjoy mastery of mechanical skill. Teaching them how to study words economizes time. To establish a habit of correct recall children need to be trained to give close concentration of thought upon the spelling of a word. A few words daily, depending upon their difficulty, with constant review of words in previous lessons, will give the best results. Read Selection of Words in General Suggestions and also suggestions on phonics and word study in the reading course of study.

SUPPLEMENTARY LISTS

Words chosen must be adapted to spelling ability and within comprehension of the children. They may be *class* words needed in written composition, *individual* words commonly misspelled, and *grade* words common to the speaking and writing vocabulary of children. Teach appropriate homonyms and antonyms selected partially from pupil's lists. Teach homonyms separately, and always in sentences which show their meaning, bringing them together for comparison *after* pupils can spell them. Use topical lists of related words made by children and from their spelling tablets. See also Minimum Spelling Vocabulary at the close of the course of study for these years.

DIRECTED STUDY LESSONS

Phonic exercises

Phonics forms the larger part of the work in spelling during the first school years. The subject is outlined in the course of study in reading with which it is usually taught. But the formation of elementary sounds is an important part of spelling as well as of reading. Pupils should form the habit of making these sounds correctly without hesitation, and they should be drilled upon them until the habits are fixed. The results are seen in proper articulation and enunciation in talking, and in the ability to spell whole families of words containing a common phonogram. Families of words for these grades in the spelling books show how phonetic words "spell themselves." See General Suggestions on Phonics.

Enunciation and pronunciation

Every effort should be made to establish clear enunciation and to break the habit of using such expressions as "Lemme see" and "Gimme that." Children from foreign speaking homes and

children with baby habits or impediments in speech can be helped by phonic drills, the sounds being exaggerated and the position of the teacher's lips, tongue, and teeth being imitated in making certain difficult sounds. For example, "the" and "du" or "de" are formed very differently by the teeth and lips. Practice especially on

again	for	pretty
against	fourth	pumpkin
all right	forehead	rather
Arctic	garage	really
at all	geography	recess
ate	get you	roof
aunt	give me	route
banana	going	salmon
because	government	saucy
been	half	scared
both of them	have to	since
burst	have you	sixth
can	hearth	sleek
catch them	heat	sleep
certainly	heir	sleeve
climb	hoof	something
coming	hundred	surprise
creek	ing	theater
deaf	January	this
debt	just	that
doing	kettle	the thistle
don't you	laugh	tiny
drag	library	turnip
drowned	licorice	umbrella
eight	Mary	what
eleven	abdomen	where
especially	muskmelon	while
February	nothing	women
fellow	often	would have
fifth	poem	yet
figure	potatoes	youngest

Supplement the list, including locally mispronounced words. Pupils should drill upon the list of their own mispronounced words. Pupils should form the habit of *watching their own pronunciation* of words, catching themselves up on mistakes and correcting themselves when mistakes are discovered.

To aid pupils in obtaining control of their own vocal organs have them practice on such sentences as the following:

Funny Fanny Flin fried four fat fish for five frightened fishermen.

Little Tiny Toes had ten tiny little toes.

Round the rough and rugged rocks the ragged rascals ran.

Did you, could you, might you, would you, don't you, should you, let me, look at, kept up, slept well, last lesson, asked me, let her go.

As aid to pronunciation, begin training in syllabication and teach the use of the easier diacritical marks. The latter should not be overdone. Diacritical marks are only a means to an end; pupils have little need for them until the dictionary habit is being acquired.

Oral spelling

While written spelling is used most often, oral spelling must not be neglected. To insure correct recall children should pronounce a word and hear others pronounce it, name the letters in their order and syllabicate with proper accent. Each day five minutes may well be given to snappy, rapid, oral reviews, supplementing the writing of the words for study.

SEAT STUDY EXERCISES

Black list

Have children black list the words they misspell in their written work, by writing them in a space reserved for them in their spelling tablets. Children study these words more than any others.

Words in original sentences or paragraphs

Single topic

Have children write lists of related words on selected topics; such as, baking bread, the school entertainment, what we wear, mother's kitchen, seasonal words, what houses are made of, on circus day, doing for Uncle Sam. The selected words may be written in sentences, stories, or paragraphs. The danger of including unusual words in the lists should be watched and avoided. Correct lists of these words should be kept for reference. See General Suggestions. The best sentences from various paragraphs written by children may be given for dictation. The best paragraphs may later be selected for dictation. The paragraphs may then be rewritten and improved. This plan does not violate good language habits. It tests spelling ability while under the impulse of that in written work.

Homonyms, antonyms

Have children make lists of familiar homonyms; as, be, bee; blue, blew. Also familiar antonyms; as, big, little. Have children write original sentences using them.

Word building and word families

Have children write families of words using selected phonograms. There should be six or more words in every family formed. This work is especially adapted to children who need help in the mastery of the pronunciation of new words. Less mature children should build words

and easy sentences from letter and word cards, and make lists of words representing the same sound. Have children arrange families of words on ladders, trees, climbing ropes, etc., for spelling games.

Alfabetical arrangement

Have children arrange words in a paragraph or on a page in their reader in alfabetical order. Discontinue as soon as children can use the dictionary, index books, lists of geographical names, etc.

DICTATION LESSONS

Dictate short sentences, making proper use of words taught; suitable memory gems; selected quotations; and apt phrases which children have found in their reading; as, dancing daffodils, sparkling diamonds, etc.

Use also standard dictation exercises. Read General Suggestions. See Courtis, *Teaching Spelling by Plays and Games*.

REVIEW WORDS

Daily, weekly, monthly there should be review lessons upon all words apparently most difficult. The words should be selected from the lists of words taught.

Reviews can often be made more interesting thru socialized lessons; oral and written games of a competitive nature; spelling contests between classes. Children enjoy time tests. Courtis' tests may be treated as games.

Each pupil should master the spelling of all words he has misspelled in any of his written work, provided they are adapted to his spelling ability. Once a week let the pupil write the words he misspelled. Pronounce words from these lists to the whole class sometimes for oral spelling. These are the pupil's "word demons" which he must master.

Teach no word until by means of tests it has been learned (1) that the children do not know how to spell the word and (2) that they know the meaning of it.

WORD STUDY FOR THE FOURTH GRADE

A more detailed word study should be started in the fourth year.

Use of the dictionary

In the fourth year children should be given systematic instruction in the use of the dictionary. See course of study in language for the fourth year on this topic.

Teach the pupils to find meanings which they understand and the meaning which fits the word in the context. Do not

accept words and phrases whose meanings are no better understood than the words looked up. Using a word in an intelligent original sentence should be accepted as a satisfactory definition.

Word building

Practice word building, using a root word as a basis for word associations. Discuss and concentrate on difficulties. Find synonyms and use in sentences.

MINIMUM SPELLING VOCABULARY FOR THIRD AND FOURTH YEARS

The following lists of words may be used as minimum essentials for grades three and four. Children of the third grade should spell the review list with approximately 100% accuracy. The fourth grade should use as a review list both the review and the basic lists of the third grade.

These lists were selected by the following method. From the list of over 2000 words in the textbook for grades one to four, those words were selected which were shown (1) by the Ayres Scale (and indirectly by the Anderson, Tidyman, and Kansas City lists) to be among the thousand or more most commonly used words in correspondence and (2) by the Thorndike *Teacher's Word Book* to be among the first two thousand most frequently used words in children's literature. They were graded by the Courtis and Washburne graded lists and the Ayres Scale. Two hundred twenty-five words for grades one and two were found to be of first and second grade difficulty. These were placed in the third review list. Those found to be of third or fourth grade difficulty were placed in the basic lists for those grades. Those words of the third grade which were found to be of third grade difficulty were placed in the basic list for the third grade; those of fourth grade difficulty, in the fourth grade basic list; those of greater difficulty were not placed in these lists but were left to be taught in later grades or used by the teacher in supplementary lists.

No attempt was made to list the words to be taught in grades above the fourth. In both the selection and grading of words beyond this grade, there is little uniformity of judgment among investigators.

Children will have need for many more words than these and the teacher may add supplementary lists in accordance with the principles given in this course of study. The following lists should be mastered and reviewed from grade to grade as needed.

The number of words in each grade would be materially increased if various easy forms of many of these words were given. As a rule, only one form of a word is included in these lists.

An alphabetical list of the words to be learned during that year (or semester), furnished to the children at the beginning of the year, will be found to be of considerable assistance.

Third Year—Review List

(225 words)

1.	2.	3.	4.	5.
all	by	fall	hat	last
am	cake	fan	have	late
an	call	fat	he	lay
and	came	feet	head	led
any	can	five	help	left
apple	cap	fly	hen	let
are	car	foot	her	light
as	cat	for	here	like
at	cent	found	him	little
away	cold	from	his	live
baby	come	full	home	long
back	cow	fun	hot	look
bad	cup	game	house	lot
bag	cut	gave	how	love
ball	dark	get	I	low
be	dear	girl	ice	made
bed	did	give	if	make
best	dig	go	in	man
big	do	gold	is	may
bird	dog	good	it	May
book	doll	got	keep	me
box	door	hand	kill	men
boy	eat	happy	kind	mile
bring	end	hard	kite	milk
but	face	has	large	Monday

6.	7.	8.	9.
more	pig	sent	thing
mother	pile	seven	this
much	pin	she	three
must	plant	side	time
• my	play	sing	to
name	poor	sister	told
nest	race	sit	top
nice	rain	six	tree
night	ran	so	two
nine	rat	soft	up
no	read	sold	us
noon	red	some	was
not	rest	song	way
now	ride	stay	we
of	ring	sun	well
old	room	Sunday	went
on	run	table	what
one	same	take	when
other	sand	tell	will
out	sat	ten	wind
pan	saw	that	winter
paper	say	the	with
part	school	them	yes
pay	see	then	you
pen	send	they	your

Third Year—Basic List

(340 words)

1.	2.	3.	4.	5.
about	anything	barn	belt	blind
across	around	bat	bend	blow
after	ask	beach	bent	blue
afternoon	asleep	bee	beside	boat
age	ax	before	better	bone
ago	babies	began	bill	bow
air	band	begin	bind	brass
alike	bank	behind	bit	brave
alive	bar	bell	bite	brick
along	bark	below	black	brook
6.	7.	8.	9.	10.
brother	care	cock	dance	each
bud	chest	coming	day	ear
burn	child	cook	deep	early
butter	city	corn	desk	east
buy	class	could	dinner	easy
camp	clean	cover	dish	egg
candle	clear	cream	doing	even
candy	clock	crow	down	ever
cannot	cloud	crown	drink	every
card	coat	cry	duck	eye
11.	12.	13.	14.	15.
far	first	Friday	grandmother	hay
farm	fish	frost	grass	heel
fast	fit	fruit	green	held
fed	flag	fur	gun	hid
fell	fold	gate	had	hide
felt	food	glad	hall	hill
fill	forget	goat	hammer	hit
find	forgot	gone	hang	horn
fine	fresh	grade	happy	horse
fire	frog	grand	harm	hour
16.	17.	18.	19.	20.
hunt	kid	lamp	lock	mate
ill	king	land	lost	meal
ink	kiss	lead	loud	meat
inside	knife	leg	mad	meet
into	knock	lessen	mamma	melt
its	know	letter	many	met
July	lack	life	map	mild
June	lad	lift	march	mine
jump	lady	line	March	miss
just	lake	lip	mark	moon

21.	22.	23.	24.	25.
morning	nut	page	pond	rope
most	oil	pack	push	round
mouse	once	papa	put	row
move	open	park	ray	rub
myself	or	pass	report	said
near	our	pick	rich	sang
never	outside	pine	right	save
net	over	pink	river	sea
new	ox	pipe	road	seen
north	oxen	place	rock	shake
26.	27.	28.	29.	30.
sharp	show	soon	stone	talk
sheep	shut	south	stop	tall
shine	sick	spell	store	tea
ship	silk	spent	story	tent
shook	silver	spring	street	thank
shore	sky	stamp	such	these
short	small	stand	summer	thick
short	smell	star	supper	think
should	snow	stick	sweet	till
shout	soap	still	swing	today
31.	32.	33.	34.	
tonight	walk	wet	wood	
took	wall	whatever	wool	
toy	want	wheat	word	
train	warm	where	wore	
trap	wash	white	work	
trip	water	why	would	
try	wave	win	yard	
under	week	window	yellow	
very	were	wish	year	
wake	wolf	west	yet	

Fourth Year—Basic List

(480 words)

1.	2.	3.	4.	5.
able	bake	block	brown	children
above	baker	blood	brush	church
act	bare	blossom	build	climb
add	basket	body	built	close
again	battle	boil	bunch	cloth
almost	beam	born	bush	clothes
alone	bean	both	capture	clothing
also	bear	bottle	case	clown
always	beast	bought	cast	club
among	became	branch	catch	coal
animal	because	bread	cattle	coast
another	become	break	caught	coffee
April	been	breakfast	center	collect
arm	beg	breath	chain	color
army	begun	bridge	chair	command
arrow	being	bright	chance	company
ate	belong	broke	change	cool
aunt	berry	broken	charge	copy
autumn	birthday	brought	chase	cotton
awake	blame	brow	chicken	count
6.	7.	8.	9.	10.
country	done	evening	finish	glove
crack	dot	expect	fix	God
cried	dozen	fade	flat	goes
cross	drag	fail	flew	going
danger	drain	faint	flock	goose
dare	draw	fair	flour	grant
dash	dress	fairy	flower	gray
date	drew	farmer	follow	great
dead	drill	father	foolish	grew
deal	drive	feather	forbid	grind
death	driven	February	forest	ground
December	drop	feed	fork	grow
delay	drove	feel	form	hair
delight	drum	fellow	four	half
deserve	dry	fence	fox	handle
die	dry goods	few	free	happen
died	dust	fifty	front	happiness
divide	earn	fight	garden	harvest
doctor	eleven	file	giving	hate
dollar	enter	finger	glass	having

11.	12.	13.	14.	15.
heap	invite	least	member	none
hear	itself	leather	merry	nose
heard	January	leave	might	nothing
heart	joy	less	mill	November
heavy	key	lion	Miss	number
herself	kick	list	money	oak
high	kindness	listen	month	ocean
himself	knee	load	mountain	October
hole	lace	log	mouth	off
hold	laid	looking	mud	office
holiday	lamb	lovely	music	only
honey	lap	lumber	nail	order
hope	laugh	mail	nearly	owl
hundred	law	marble	neck	own
hung	lawn	master	need	paid
hungry	laying	match	needle	paint
hurt	lazy	matter	news	pair
inch	leader	maybe	next	party
indeed	lean	meadow	nobody	pasture
inspect	learn	mean	noise	path
16.	17.	18.	19.	20.
peep	print	rule	sheet	sorry
pencil	provide	rush	shell	sound
people	pull	rushing	shirt	sow
person	pure	sack	shoe	speak
picnic	question	safe	shoot	spend
picture	quick	salt	shop	spoil
pie	quiet	says	shoulder	spoon
plate	rabbit	score	shower	spot
please	rail	seat	sight	stable
pocket	railroad	seed	sir	stair
point	raise	seem	size	start
pole	reach	sell	sleep	state
post	ready	set	slip	steal
pound	real	seventy	slow	steam
praise	recover	shade	slowly	steamer
pray	return	shall	smoke	steep
press	rise	shame	soil	stocking
pretty	robin	shape	something	stole
price	root	share	sometime	stood
prince	rose	shed	son	storm

21.	22.	23.	24.
straw	those	twice	who
stream	thought	unable	whoever
strong	thousand	uncle	whole
study	thread	understand	wife
suffer	threw	unless	wild
sugar	thus	upon	willing
suit	ticket	use	wing
sunshine	tip	vine	wire
sure	tire	voice	within
sweep	too	vote	without
swim	tooth	wagon	woman
tail	town	war	wonder
teach	trick	watch	wooden
teacher	tried	weather	worked
team	trim	weed	world
teeth	trunk	wheel	write
tenth	true	whenever	wrote
than	trust	while	yesterday
there	twelve	whip	young
thin	twenty	waist	yourself

FIFTH AND SIXTH YEARS—CLASS B

The progress of each class will depend largely upon the personal efficiency of the teacher. Teaching rather than testing is essential to success. Read General Suggestions and course of study for third and fourth years. Suggestions for those years are applicable to fifth and sixth years. To supplementary lists such as are suggested for third and fourth years add simple abbreviations and contractions found in denominate numbers, letter writing, titles, history, and geography. Study the use of the apostrophe in simple possessives and in contractions.

DIRECTED STUDY LESSONS

Phonics and pronunciation

The children are still in need of help and guidance in the mastery of new words. Do not make the mistake of pronouncing words too freely for pupils. Children properly trained in self-helpfulness will not need to have many words pronounced for them. Make them apply their knowledge of phonetic elements taught in primary classes. Have them sound words out. Show them how to get the correct pronunciation of words from the dictionary. The only words to pronounce directly are sight words, including some proper names. These should be anticipated and their pronunciation mastered in advance of the study period. There should be frequent drills on words that

1. Begin with *wh*: white, which etc.
2. End in *ing*: bringing, wringing.
3. Have an *r* sound in the middle of the word: bring, shred.
4. Have a *th* sound following a difficult letter: breath, hundredth, sixth, thousandth.
5. Have a *t* sound after another consonant: kept, west, just, attempt, dismissed, laughed.
6. Have a final *d* sound: moved, used.
7. Have difficult sounds in the middle: desks, asks, attacked, texts, arctic.
8. Contain an *a* sound that gives trouble: half, laugh, stanch.
9. Contain a *u* sound that gives trouble: dew, duty, Tuesday.
10. Run into other words: saw her, don't you know, couldn't you, what did you say, used to, give me, let her, would have, kind of, what he did, etc.

For drill, make up many dialogues containing the expressions given above and similar troublesome ones:

Ex: Q. Don't you know what you *want* to do?

A. I *want* to go home.

Q. *Could you* go alone?

A. If I could I *should have* gone before.

Teachers should drill pupils upon the following words until pupils have formed the habit of pronouncing them correctly.

address	colonel	mischievous
across	cranberry	particularly
account	Danish	partition
adult	effort	partner
*almond	elm	peony
allow	engine	picturesque
annoy	everybody	picture
*apricot	extra	pitcher
Arctic	foreign	possess
area	favorite	precedent
Arkansas	grandpa	preferable
bade	gums	reading
because	handkerchief	rinse
*bomb	hasten	since
bouquet	height	such
chauffeur	heroine	suggest
chock-full	history	thresh
certificate	humble	usually
cleanly	juvenile	vaudeville
Cincinnati	kind of	yeast
		yellow

*Correct two ways

Add locally mispronounced words. Have pupils drill upon their own lists of mispronounced words. Teach pupils to watch their own pronunciation of words. Pupils should be trained to say the mispronounced words immediately upon discovery of the error or upon being told of it, and to continue what they are doing without interruption.

Syllabication

Drill on syllabication and accent. They are essential elements of correct pronunciation. They promote clear enunciation. Syllabication helps us to divide a word at the end of a line, helps us to pronounce new words and to ascertain their meanings. Every syllable contains a vowel. Prefixes and suffixes are easily recognized. But absolute uniformity in syllabication does not exist and should not be insisted upon. The word is more easily recognized if written as in composition, and divided into syllables in some such form as this: pro-nun-ci-a-tion. See Davis, *The Technique of Teaching*, pp. 45, 46.

Prefixes and suffixes

This phase of word study is important because it creates the habit of looking intently at words. To the prefixes and suffixes

given in the textbook, add those taken from the pupils' lists prepared during the study period.

Diacritical marks

Let pupils mark a few simple words taken from first and second readers. Review marks learned in other years. Pupils should know the sounds of letters from their marks. See topic on enunciation and pronunciation in course for third and fourth years.

Use of the dictionary

Continue the use of the dictionary. In these years the dictionary habit should be thoroly established. Teach pupils to select the meaning which fit the word in the context. Pupils should not be required to look up words whose definitions are well known. Nor should they be required to look up all the unknown words in their lessons.

SEAT STUDY EXERCISES

Work suggested under this topic in the course for third and fourth years may be supplemented naturally from the broader field of children's experiences in other school work.

Prefixes and suffixes should be introduced. Have the children make lists of words to which the following may be prefixed: in, im, un, ir, ex, ab, semi, re, ante, ad, post, mis. Have them make lists of words to which the following may be annexed: able and ible, or, er, ship, ward, al, less, ness, ly, hood. The meaning of each prefix, suffix, and word listed should be noted.

The work in syllabication and diacritical marking should be continued. Silent letters should be indicated. Marks should be limited to those that can be given with certainty.

DICTATION LESSONS

Use the dictation exercises in the speller for fifth and sixth years. Have pupils write from dictation, or from memory, many quotations, memory gems, apt phrases, and simple sentences containing the words used in spelling. To test pupils in spelling dictate easy sentences containing the "test words," and grade on the words selected for the test. This avoids the necessity of defining words and makes sure that the child understands the words given. Children should not be told during the dictation exercise which words in the sentences are the "test words." See Standard Dictation Tests in Courtis, *Teaching Spelling by Plays and Games*.

REVIEW

At the beginning of the school year have pupils review words of previous years, as far as possible. Select simple, everyday words. Have frequently reviews of words studied during the year. Frequency of recall insures retention of correct word form in memory.

SOCIALIZED LESSONS

A pupil's spelling should satisfy his writing needs. See to it that children never send out letters or compositions, or take any written work home that has not been edited by several members of the class. The dictionary is final authority for disputed spellings. Insist upon correct spelling in all written work in school, as far as practicable. Base the spelling lesson sometimes upon clippings of advertisements from newspapers of household goods, clothing, food, real estate. Have inter-class and inter-school spelling contests. Let pupils spell down, but permit those who are seated to continue to spell. Vary the exercises with a "Spelling up" contest. Have pupils who miss a word stand, but permit those standing to continue to spell. The joy of spelling down or up without loss to the poorer spellers is thus secured. "Work to have pupils feel dissatisfied with their poor spelling and to feel pleasure when they improve."—*Baltimore County Course of Study*, p. 148

RULES FOR SPELLING

A few spelling rules are of value in so far as they call the attention of pupils to the part they would likely misspell. Teach the rules referred to in the speller for these years, including also rules for:

- Ie and ei, as in believe, receive
- Dropping final e
- Forming plurals

Teach a rule inductively, illustrated as follows:

1. Pupils recall which letters are vowels and which consonants.
2. Pupils' attention directed to twenty familiar words written on the board in two columns; such as ride, riding; bake, baking.
3. Pupils led by question to discover that:
 - First column words end in the vowel e.
 - Syllables annexed to these words begin with vowel.
 - Final e is not retained.
4. Pupils state the rule of dropping final e.
5. Pupils write other words illustrating the rule.
6. *After the rule is taught, give any important exceptions.*

SEVENTH AND EIGHTH YEARS—CLASS A

See course of study for preceding grades. Many of the suggestions for those grades are applicable to seventh and eighth years. Read Selection of Words in General Suggestions.

SUPPLEMENTARY LISTS

In addition to lists suggested under this topic for preceding years, select words from all school lessons. These words should usually be taught whenever they are most closely related to other school work. For example, when studying the Period of Conflict and Struggle for Independence in history, have pupils write a few spelling words covering the period.

To these may be added a few proper names, limited to those that are important, useful, practical, needed by pupils in their writing. In history and geography the selections of proper names should be limited by the minimal lists in the course of study for these subjects.

Select Montana words. Local words frequently heard and words referring to important landscape features or to important or well known animals, plants, and products should be included in the list for study. Only a few proper names for Montana should be required.

DIRECTED STUDY LESSONS

Follow suggestions for preceding grades.

Phonics, pronunciation, syllabication

Follow the suggestions given for fifth and sixth years. Have pupils practice on the 44 elementary sounds of the language until they can make them correctly and without hesitation. Have lessons on words often mispronounced. The following should be thoroly mastered by teachers and pupils:

abdomen	culinary	national
acclimate	data	New Orleans
admirable	†demonstrate	†pageant
aeroplane	discourse	†patronage
allies	envelope	peculiarly
*alternate	experiment	penalize
apostle	exquisite	photographer
apparatus	forbade	raspberry
architect	Genoa	recourse
athletics	genuine	resource
†automobile	granary	robust
candidate	†gratis	romance
certificate	Himalaya	Russia
chastisement	idea	sirup
clematis	†illustrate	soldier
clique	inquiry	†squalor
comparable	interesting	suite
conversant	Italian	telegrapher
†cornet	lyceum	toward
corps	mustache	tremendous

*Correct two ways as adjective or noun ; a third way as verb.

†Correct two ways

Derivation of words

Continue work in prefixes and suffixes as outlined in previous years. Use the words in the exercises in the spelling book, including prefixes, suffixes, and primitive forms and supplement with lists pupils make during study periods.

Synonyms

Use synonyms in illustrated sentences. Study a word and its synonym from the context in which they are found. Synonyms require careful study to discriminate between shades of meaning.

Use of the dictionary

Teach pupils to find exact meanings of words in the dictionary. Study shades of differences in synonyms.

Diacritical marks

Much of this work should be omitted if pupils can pronounce new and difficult words in reading from their knowledge of phonics and diacritical marks. When referring to the dictionary, children should be able to pronounce words from the marks given without hesitation. The "key" word should be remembered as an aid in pronunciation, if the proper sound of a marked letter is forgotten. The pupil should seldom need to refer to the key words in the dictionary for help.

SEAT STUDY EXERCISES**Black list**

Have children list their misspelled words in spelling tablets. The habit of "black listing" and mastering these words cannot be too well formed. Upon this habit hangs much of the success of the teaching of spelling.

List of familiar words**Single topic**

Have children make lists of words upon such topics as textiles, inventions useful to man, common diseases, and commercial terms. Write for dictation as in fifth and sixth years. Have them make lists of words relating to their lessons in school. Teach them to select the important words and those which will be useful to them in their writing of compositions, letters, answers to questions, book reports, etc.

Homonyms, antonyms

Have the children write in original sentences all homonyms and antonyms taught in class.

Abbreviations, contractions

Have children make lists of abbreviations and contractions they should know.

Roots of words

Have children write words containing the following roots, with definitions for roots and for each word written: terra, urb, brev, fract, scrib, frac, annu, duct, liber, ped, capt, dict, peter, port, graph, fort, amb.

Syllabication, diacritical marks

Unless children are still unable to mark words, divide them into syllables, or accent with considerable accuracy, do not continue marking words as seat work.

DICTATION LESSONS

See suggestions for previous years. Dictate apt phrases selected from those which pupils have found in their reading and written in spelling tablets. Dictate sentences, using homonyms, synonyms, and other words correctly. Dictate sentences giving information; such as, "Colds are contagious," "Malaria is caused by the mosquito."

REVIEW

Review words learned in previous years. Use common words and the "demons" in the English language. Let children of an upper class compete with children of a lower class in a spelling contest, using lower class words. Review each month

words taught in these years, and have a final review of all words taught. Review lessons should be oral except when given in the nature of a test. As a test exercise it would be well to give the words selected from the review list in dictated sentences.

SOCIALIZED LESSONS

See course of study for fifth and sixth years.

RULES FOR SPELLING

Supplement rules found in textbook and learned in preceding years with such rules as the following:

1. Doubling the final consonant of a root word
2. Rules for cede:
 - Only one word with sede—supersede
 - Only three words with ceed—succeed, proceed, exceed
 - All other words—cede

References:

Davis, *The Technique of Teaching*, pp. 58, 59, Macm.

Kendall and Mirick, *How to Teach the Fundamental Subjects*, pp. 140, 141, Houghton

STANDARDS FOR PROMOTION

1. Ability to spell correctly a list of words selected at random from the ordinary written work of the year.
2. Ability to spell correctly words that were misspelled by the pupil during the year in composition and ordinary written work.
3. Ability to pronounce correctly all words used in ordinary conversation and oral reading. The habit of *standing guard* over one's pronunciation firmly established.
4. Ability to use the dictionary intelligently and the habit of using it well formed.
5. Ability to interpret the meaning of many new words from their use in sentences and paragraphs.
6. Formation of correct habits in learning to spell words, and ability to learn the spelling of new words easily.

ARITHMETIC

GENERAL SUGGESTIONS

AIMS

1. *To develop in children an appreciation of the quantitative phases common to their environment.*
2. *To establish habits of skill and accuracy in simple computations.*
3. *To develop the ability to apply arithmetical knowledge intelligently in meeting needs of everyday life.*

NEED FOR ARITHMETIC

“Apart from mere counting, recognizing numbers, and arranging objects in a numerical sequence, a very large proportion of all of our daily usage of arithmetic is in measurement and computation of the quantities and values of the materials included in our uses of industrial products and in the study of industries.”
Bonser & Mossman, *Industrial Arts for Elementary Schools*, p. 68

An attempt has been made to confine this course to the arithmetic situations and needs as found most commonly in life today and to avoid applications that no longer function in practical usage.

ELIMINATION OF USELESS SUBJECT MATTER

Conforming to the practices in the most progressive school systems of the country, the following subjects will be omitted from the arithmetic work, thus leaving time for socialized arithmetic and for more thoro work in the fundamentals:

- Apothecaries' weight
- Cases (as such) in percentage
- Complex fractions
- Compound fractions
- Compound proportion
- Cube root
- Foreign exchange
- Greatest common divisor (except incidentally in connection with fractions)
- Least common multiple (except incidentally in connection with fractions)
- Longitude and time (except for information)
- Metric system (except for information)
- Paper measure
- Partial payments (except simplest)
- Partnership

Profit and loss (as a separate topic)
Stocks and bonds (as such)
Surveyors' table
True discount
Troy weight
Unusual cases in interest (to find principal, rate, and time)

SUBSTITUTION OF PRACTICAL WORK

The omission of the impractical will give more time for socialized arithmetic and for topics such as the following which will be of real value to country children but which are barely mentioned or not given at all in most textbooks:

Buying and selling at a store
Carpentry
Feeding animals
Farm and household accounts
Graphs
Drawing to a scale—house plans, etc.
Stock companies
School district and municipal bonds
Measuring hay, corn in a crib
Concrete construction
Household economics
Mortgages
Irrigation
Sheep raising—grazing, shearing, feeding, selling, etc.
Mining—percentages of lead, copper; hauling

HOW TO OVERCOME CAUSES OF FAILURE IN ARITHMETIC

In order to improve methods and practices of teachers it is essential for them to know the causes most commonly contributing to unsatisfactory work in arithmetic and to overcome them by the following methods:

Giving meaning to early work in numbers

Teachers too frequently take for granted that children are already familiar with the meaning of number and fail to realize the necessity of (1) developing children's concept of number from their various experiences and (2) helping them to express their ideas concerning the number of things in their environment. First grade children should not be hastened to an abstract consideration of number for which there has been no practical background. Such meaningless mechanical work in the first grade has been found to interfere greatly with children's development of a true number sense later. See the first grade course of study for suggestions concerning number work for beginners.

Making skills automatic

In their haste to cover all the so-called arithmetic fundamentals and without a clear understanding of the procedure necessary to make correct responses habitual, teachers frequently fail to develop control of these fundamental skills. This lack of thoroughness in the years when the number combinations are taught seriously handicaps children, and (1) results in inability to make skillful and accurate computations and (2) gives rise to the necessity for resorting to counting in order to make computations in the four fundamental number processes.

It should be the aim of every teacher concerned with these grades *to help children gain automatic control of the addition, subtraction, multiplication, and short division facts by the end of the fourth year*. If children in grades above the fourth are found lacking in the control of these facts, the immediate procedure should be to overcome this handicap as soon as possible. It is useless to attempt to build a superstructure until a substantial foundation has been laid.

Discovering real causes of difficulties

The usual procedure for overcoming children's difficulties in solving problems in multiplication is more problems in multiplication; for difficulties in division, more division problems. In reality after the procedure has been mastered, failure in computation in any one of the four processes is due to lack of automatic control of one or more of the fundamental facts. It is the function of the teacher to learn what the real causes of such failure are and then to set about to remove these causes. Failure in problems in multiplication may be due to lack of knowledge of facts in multiplication or addition or forgetting to "carry." In division problems failure may be due to habitually wrong responses to situations calling for facts in short division, in multiplication, in subtraction, etc. Until children have gained control of the particular facts causing the difficulty they will continue to fail in making computations. Inventory, diagnostic, and survey tests are now available to establish what children's number difficulties are. See topic on arithmetic tests mentioned on a later page of these suggestions. The simple means of requiring a child to perform the required successive operations aloud will help the teacher to detect many of the weak spots in the child's number habits. The next procedure is *to help the child learn what he does not know*.

Observing the law of exercise

In practice or drill

The most essential characteristics of practice which has for its purpose making a skill automatic, discussed in General Suggestions of the language course of study, are equally applicable to arithmetic. The topic on the Law of Exercise should be re-read by the teacher and interpreted to apply here. Desultory practice periods that offer no particular motivation for either pupil or teacher are of little or no value. Not only should the teacher have definite objectives in view for practice periods but the child should be conscious of something to work for, whether that be speed, accuracy, or mastery of a few specific facts, and should have the *intention* to achieve. Such periods to be successful should be of short duration and should be marked by intensive concentration.

In application

Merely one or two applications of a controlled number fact will not suffice to ensure its correct use in life. It is essential that a large number of opportunities be provided for using the facts so mastered in situations that are as nearly similar to real life as possible. There should be on the teacher's desk several copies each of two or more supplementary arithmetics, thus making available a variety and a number of additional problems.

Recognizing importance of reading in arithmetic

Vocabulary

Practically every school subject has a technical vocabulary with which pupils must grow familiar. Arithmetic is no exception to this. The language of arithmetic problems involves words and phrases quite distinct from those which the pupils meet in any other connection. It is essential that teachers ensure a clear understanding of all terms used. Lack of understanding clearly what is meant by such terms as area, increase, decrease, loss, estimate, dividend, value, difference, divisor, denominator, add, subtract, etc., is a frequent cause of pupils' failure to solve problems.

Comprehension of problem

Pupils frequently fail in solving reasoning problems because of inability to interpret the situation suggested by the reading. They are inclined to begin their computation before they know definitely what the problem is or before they have planned definitely how it is to be solved. An abundance of practice should

be provided in reading problems. *The Educational Research Bulletin* of Ohio State University, October, 1924, suggests that children be asked to look for the following information in such exercises.

1. What question is asked in the problem?
2. What facts are given in the problem?
3. What process or processes should be used in solving the problem?
4. What is a reasonable answer?

USE OF TEXTBOOKS

Textbooks are not to be used by pupils below the third year. If the approach to every new topic is to be motivated material, then the textbook should be used *only for drill work*, after the new topic has been taught from situations with which the children are familiar, illustrated by objects when possible.

Impractical problems should be omitted. A problem in which the author had to know the answer in order to make the problem is not a life situation and therefore an impossible one.

Much emphasis should be placed on interpreting problems. The lessons in interpretation may be conducted as silent reading lessons—children reading problems silently and telling what they mean, what is given, and what is to be found.

ORDER OF TEACHING NEW TOPIC

1. Create a need.
2. Develop by using objects. Draw from the children questions and suggestions in each step of the process.
3. If a rule is needed, the class should work out its own from the process.
4. Drill on the mechanics of the different steps. Vary the drill to keep up the interest and to prevent pupils from associating any part of the technique with a single device.
5. Apply in concrete ways to a variety of situations.

STANDARD ARITHMETIC TESTS

Fundamental operations

These tests may be secured from the Public School Publishing Co., Bloomington, Illinois

1. *Cleveland Survey Arithmetic Tests*, Grades 3-8 (8 parts arranged on a spiral plan in order of difficulty. Good for purpose of diagnosis)
2. *Courtis Standard Research Tests in Arithmetic*, Grades 4-8 (An end-product test, 4 parts—one in each of the four operations with whole numbers)

3. *Monroe Diagnostic Arithmetic Tests*
 Part I, Integers, Grades 4-8
 Part II, Integers, Grades 5-8
 Part III, Common fractions, Grades 6-8
 Part IV, Decimal fractions, Grades 5-8
4. *Monroe Standardized General Survey Arithmetic Test*
 (Same as the arithmetic test in the Illinois Examination)
 Scale I, Grades 3-5
 Scale II, Grades 6-8
5. *Woody-McCall Mixed Fundamentals*, Grades 3-8

Reasoning tests

1. *Monroe Standardized Reasoning Test in Arithmetic*, Pub. Sch.
2. *Otis Arithmetic Reasoning Test*, Grades 4-9, World
3. *Stone Standardized Reasoning Tests in Arithmetic*, Bur. Pub.

PRACTICE EXERCISES

In both study and drill work provision should be made for individual differences. This can best be done during study periods by using systematic seat work devices such as the following:

1. *Courtis Standard Practice Tests in Arithmetic*, World
2. *Studebaker Economy Practice Exercises*, Scott
3. *Thorndike's Exercises in Arithmetic* (selected, graded and arranged to meet the requirements of the hygiene of the eye and neuro-muscular apparatus) 5 booklets for grades 2-5, Rand
4. *The Clapp Drill Book in Arithmetic* (provides monthly diagnostic tests for determining pupil's weaknesses in the fundamental facts, and contains practice exercises and problems in reasoning), Grades 4-8, Silver
5. *Wisconsin Inventory Tests* (designed to disclose in what fundamental number facts the child is still deficient), Pub. Sch.

Materials for Number Work Needed

1. Materials for games

Bean bags. Balls—soft rubber. Cardboard clock face (Harris & Waldo, *First Journeys in Numberland*, p. 37). Domino cards (Stone-Millis, *Primary Arithmetic*, pp. 4, 5). Dominos. Perception or flash cards (Harris & Waldo, *First Journeys in Numberland*, pp. 26, 40, 86, 97, 104). Tenpins.

2. Supplies for playing store

Bags of different sizes filled with sand. Empty boxes—cereal, shoe, thread, etc. Empty tea, coffee, and spice cans. Measures—measuring cup, pint, quart, gallon. Scales. Pencils, tablets, and other school supplies. Paper strips from rolls of ribbon. Real money. Toy money. Toys.

3. Materials for construction work

Construction paper. Manila cardboard. Paste. Rulers with inch and half inch marks *only*. Scissors.

4. Miscellaneous materials

Abacus or counting frames. Beans. Clothes pins. Inch squares of cardboard. Seat work cards. Sets of fraction cards. (See sixth year course. Sets of Woody or Courtis Tests. Pieces of lumber (1" boards, 2x4's, 4x4's etc.) Squared manila paper ($\frac{1}{4}$ " and $\frac{1}{2}$ "). Wall paper sample books. Catalogs of paint companies. Plans of working drawings of bird houses, cold frames, and other wood working projects. Fashion sheets for dressmaking problems. Building plans—floor plans, other views of buildings in the process of construction. Blank checks and check book. Pass book. Bills and receipts made out by business people. Auction sale posters and hand bills. Newspaper advertisements of sales. Implement book. Insurance policies, premium receipts, advertisements. Montana School Law. Account books used as advertisements by banks and stores. Money order blanks. Graphs from magazines, geographies, etc. Pictures of model kitchens. Railroad time-tables.

References for the Teacher:

- Brown & Coffman, *How to Teach Arithmetic*, Row
 Dobbs, *Primary Handwork*, Macm.
Eighteenth Yearbook, Part II, pp. 78-95, Pub. Sch.
 Harris & Waldo, *First Journeys in Numberland*, Scott
 Harris & Waldo, *Number Games for Primary Grades*, Beckley
 Johnson, *Education by Plays and Games*, Ginn
 McLaughlin & Troxell, *Number Projects for Beginners*, Lipp.
 Stone, *How to Teach Primary Number*, Sanborn
 Stone, *The Teaching of Arithmetic*, Sanborn
 Thorndike, *The New Methods in Arithmetic*, Rand
 Thorndike, *The Psychology of Arithmetic*, Macm.
 Lockhart, Eldredge & Brown, *Number Helps*, Rand
 Osburn, *Corrective Arithmetic*, Houghton
 Roantree & Smith, *An Arithmetic for Teachers*, Macm.
 Wilson, *Motivation of Arithmetic*, Bul. 1925, No. 43, 10c. (Good for primary arithmetic. Every teacher should have this) Bur. Ed.
 Losh & Weeks, *Primary Number Projects*, Houghton

Supplementary Texts

- Chadsey-Smith, *Efficiency Arithmetics*, Atkinson
 Farmer & Huntington, *Food Problems*, Ginn
 Gifford, *Everyday Arithmetic*, Little
 Hoyt & Peet, *Everyday Arithmetic*, Houghton
 Hunt, *Community Arithmetic*, Am. Bk.
 Kinne & Cooley, *Food and Health*, Macm.
 Stone, *A Child's Book of Number*, Sanborn
 Stone-Millis, *Arithmetics*, Sanborn
 Thomas, *Rural Arithmetic*, Am. Bk.
The Thorndike Arithmetics, Rand

FIRST YEAR

AIMS

1. *To help children appreciate quantitative experiences as number experiences.*
2. *To stimulate observation of quantitative situations.*
3. *To help children express experiences in terms of number.*

References for the teacher:

- *Harris & Waldo, *First Journeys in Numberland*
- Harris & Waldo, *Number Games for Primary Grades*
- The Thorndike Arithmetics, Book One*
- Hoyt & Peet, *First Year in Number*
- Stone-Millis, *Primary Arithmetic*
- *Wilson, *Motivation of Arithmetic*
- *Losh & Weeks, *Primary Number Projects*
- Lockhart, Eldredge & Brown, *Number Helps*

MAKING NUMBERS MEANINGFUL

Every child's environment teems with quantitative situations. Having in mind the aims of first year number work, as stated above, the teacher should make constant use of the number phases of children's experiences in connection with (1) topics of conversation in language work, (2) blackboard sentences involving number in reading, (3) seatwork exercises. During the last half of this year, if it seems necessary, a definite number period may be given *not oftener than twice a week*.

EARLY LESSONS IN NUMBER

All early work with numbers should be objective so that the child will associate the idea of a number with a collection of unit objects. In accordance with the principles of successful practice a large number and a variety of opportunities should be provided for such objective practice.

Consecutive counting

While not exhaustive, the following list will suggest to the teacher an abundance of situations offering opportunities for consecutive counting particularly in the first two of the lower decades; i. e., from 1 to 10 and from 11 to 20.

Personal elements

1. Physical: ears, eyes, nose, mouth, head, hands, fingers, toes, legs, feet
2. Clothing: shoes, mittens, stockings, hats, suits, dresses, coats, buttons on coat or dress, etc.

*Every teacher should have access to those starred.

3. Food: sandwiches in dinner pail, cups of milk per day, glasses of water per day
4. Pets: dogs, cats, calves

Farm and father's work

1. Animals: sheep, cattle, horses, milk cows, pigs, calves, horses, cats, etc., on farm
2. Fowls: chickens, turkeys, geese, ducks in barnyard
3. Vehicles and machinery: wagons, automobiles, tractors, plows
4. Products: pails of milk, cans of milk, cabbages raised and sold, melons

Home and mother's work

1. Cooking and baking: loaves of bread, pies, cakes, cans of fruit
2. House: rooms, bedrooms, windows, doors
3. Setting table: places, cups, spoons, pitchers, bowls
4. Furnishings: chairs, rockers, tables, beds, curtains, shades

School

1. Schoolroom: windows, doors, desks, rows, chairs, tables, bookshelves, maps; attendance: boys, girls, both
2. Materials distributed: paper, scissors, paste, cards, pencils, erasers, crayon, chairs needed for class, cups, spoons, napkins for hot lunch for pupils and teacher

Reading numbers

Pages of a book

Reading the pages of a book furnishes the best possible motivation for reading numbers. At first the teacher should call attention to the number of the page by saying, "Today we are reading on page —." Later children may be asked to tell the number of the page. Still later they may be asked to find a certain page upon which they are to read or they may be asked to find the page on which a certain story is found. Reading page numbers should be continued thruout the year so that children become skillful in number recognition in this connection.

Calendar

The calendar, too, furnishes a worth while opportunity for reading numbers. A large blackboard calendar, if the size of the blackboard permits, or an individual calendar for the current month may be provided for each child. In addition to merely noting the days of the week as they go by children may color a sunshiny day yellow, a cloudy one grey, a stormy one black. At the end

of the month they may count up the number of sunshiny days, cloudy ones, stormy ones, the number of school days, the number of Sundays. See course of study for grade I in Nature Study.

Clock

Most clocks today are provided with Arabic numerals. Children may read the numerals on the clock face if Arabic ones are employed. First grade children might be taught to tell time for nine, twelve, one, and four o'clock. If the clock is provided with Roman numerals the above hours may be taught by relative position of the hands. Certainly Roman numerals should not be taught in the first grade.

Other situations for reading numbers

1. Markers on articles of clothing giving size: shoes, caps, coats, overalls, gloves, rubbers, overshoes
2. Prices on articles: in school store for grades II and III, in mail order catalogs, on articles brought home from the store
3. Road signs indicating distance in miles

Number names

The recognition of the words one, two, three, etc., and the corresponding number symbols—one, 1; two, 2; etc., may be learned in reading class in the early blackboard work, in nursery rhymes; as, "One, two, three, four, five, I caught a hare alive," and "One, two, buckle my shoe."

Writing numbers

Need for writing numbers

There is little need for writing numbers in the first grade except in connection with numbering pages in booklets which children make in reading, language, and numbers. Keeping score in playing games also requires writing on the part of children. Early in the year the teacher will record the score. Later children may do the recording. See Harris & Waldo, *First Journeys in Numberland*, p. 93 and Hoyt & Peet, *First Year in Number*, p. 48.

Teaching children to write numbers

Great care should be exercised in teaching children to write the figures 0 to 9. The same care must be exercised in writing that was suggested for counting; namely, that all numbers be

made meaningful by objective means. Bundles of 5, 10, or 20 toothpicks each will be helpful in making the writing of numbers of middle and higher decades have meaning to children.

Addition

First grade children have little if any need for addition facts except in adding scores. Addition may best be left until the next year's work. If it seems desirable that they should add their own scores, they may be taught a few simple addition facts. Aside from this it is preferable that the effort in numbers during the first year be directed towards developing a rich concept of number and quantity.

Objects in groups

Comprehension of the following affords occasions for considering objects naturally associated in groups, thus helping to strengthen the idea of a number as representing a collection of unit objects: fingers on one hand, toes on foot, eggs in dozen, eggs in half dozen, pigs or puppies in litter, eggs in setting, chickens in one hatching.

The following are suggested seatwork exercises for recognition of groups of objects:

1. Use real dominoes or domino cards. See Hoyt & Peet, *First Year in Number*, p. 125, and Harris & Waldo, *First Journeys in Numberland*, p. 14. Play as the ordinary game of dominoes, matching halves that are placed end to end. Children should see blank domino cards along with other domino cards, in order that they may recognize the value of 0. Seatwork with other objects should also be used to prevent children from associating certain numbers with one kind of objects rather than gaining a real number concept.

2. Arrange toothpicks by two's, four's, and eight's to represent soldiers marching.

3. Arrange colored circles and squares by two's, three's, four's, and five's to form designs to be used for blackboard border or wallpaper border for doll's house:

	O		O		O	
O		O		O		O
	O		O		O	

Comprehension of concrete terms

The vocabulary of children should gradually be enlarged to include concrete terms such as the following:

Form

Circle, square, and line may become thoroly familiar to children in connection with silent reading, seatwork, and construction

exercises. The new silent reading primers and first readers on the supplementary list in the Manual of this course of study contain exercises of this character. In construction work children may fold a square of paper into sixteen squares. They may construct furniture for doll houses according to oral directions from the teacher. See Dobbs, *Primary Handwork*. They may make borders for their books by means of squares or circles, or by drawing lines. See Harris & Waldo, *First Journeys in Numberland*.

Comparison

Children should develop in practical situations the meaning of such terms as taller, tallest; larger, largest; nearer, nearest; more, most; shorter, shortest; wider, widest; lower, lowest; higher, highest.

The following are suggestive of motivating questions: Who is the tallest in class? Which is the taller, Mary or Fred? Which is lower, your desk or your chair? Which is the lowest desk in the room? See Harris & Waldo, *First Journeys in Numberland*, pp. 18-20.

Place or rank

Such terms as first, second, third, etc., next, and last may be taught incidentally in designating children's places in line in marching and in games. Sentences in reading or in language placed on the board may be numbered. Then children may be asked to read the first sentence, the next, the fourth, the last, etc.

Time

Thru reading and conversation children will learn the meaning of such time terms as the following:

1. Definite: today, yesterday, tomorrow; next week, last week.
2. Indefinite: once, once upon a time, sometime, before, after, never, always.

Measurements

Familiar terms: pint, quart, gallon (water, milk, canned fruit); box and crate (berries, cherries, apples); pound (butter, sugar, cheese, coffee); dozen (eggs, cucumbers, clothespins); yard (cloth, distance); foot, half mile, and mile (distance).

PROVISION FOR PRACTICE

In meaning of concrete terms

In order to insure complete comprehension of concrete terms it is necessary to provide a large number of opportunities for practice in the use of these terms.

1. Pint and quart: Measuring dry beans to be baked for school lunch, measuring capacity of individual jar or bottle containing water or milk brot to school by pupils.

2. Foot and inch: Children's height measured by teacher or older children. A mark may be placed on the wall and children may watch their growth in inches during the successive months.

3. Coins: Penny, nickel, dime. Rural children in the first grade usually have little opportunity to use money, hence the introduction of coins will depend on the situation in each individual school.

4. Dozen and half dozen: Gathering eggs at home; counting potatoes to bake for school lunch.

In counting

1. Children may be asked to erase six words from the blackboard; three, etc., until the blackboard is clean. At first in order to check on children's counting they may be asked to count out loud.

2. Practice in counting may be combined with use of troublesome verb forms in the language period. At first the directions for performing some activity may be given orally by the teacher. Later they may be written on the blackboard.

- a. "*Clapp* your hands *three* times, Mary." After performing she may tell what she did: "I *clapped* my mands *three* times."
- b. "*Ring* the bell five times." "What did you do?" "I *rang* the bell *five* times."
- c. "*Bring* me *three* scissors." "Tell us what you *brot*." "I *brot* *three* scissors." (Later the question may be asked, "What did you bring?" instead of suggesting the correct form *brot* as in the above question.)
- d. "*Give* Mary *two* pieces of drawing paper." "Tell what you did." "I *gave* Mary *two* pieces of drawing paper."
- e. "*Draw* *five* circles on the board." "What did you do?" "I *drew* *five* circles on the board."
- f. "Look in this box. Tell us what you *saw*." (Later "What did you see?") "I say *three* pencils and one pen."
- g. "*Take* *six* steps forward. Then *run* back." "Tell us just what you did." "I *took* *six* steps forward. Then I *ran* back." (Giving multiple directions, activities, and numbers must be deferred until children have considerable skill in handling single ones.)

3. Children may count the number of successes without failure, or, later, the number of successes out of ten attempts in such activities as skipping rope, bouncing a ball on the ground or against a wall, playing catch with another child, hopping on one foot.

In reading numbers

1. Early in the children's experience in reading numbers a list of numbers may be written on the blackboard; as, 1-2-3-4-5-6-7-8-9-10-11-12- etc., including only the numbers that they have learned to read, and hence have background for. At first directions may be given orally by the teacher. The name of the child to perform the activity may be flashed or it may be written on the blackboard after the direction has been given to the entire class. Suggestions similar to the following may be given:

- a. Draw a line under the number that tells how old you are.
- b. Draw a circle around the number that tells what day of the month this is.
- c. Draw a line thru the number that tells how many doors there are in this room.
- d. Similar directions may be given for the number of boys, girls, seats, pupils in room, pupils in class, chairs in room, etc.
- e. For clearing off the blackboard the directions may be: Erase the number that tells how many eyes you have, toes, teeth, etc., until all numbers are erased.

2. Later when children have a considerable reading vocabulary, similar directions may be written on the board instead of being given orally, thus providing children further exercise in silent reading. Care must be taken to keep the vocabulary within the reading ability of the child called upon and help must be given on single words that interfere with his interpretation of the activity to be performed.

3. Still later carbon copies of similar exercises may be furnished for the children to perform at their seats *provided the exercises offer no reading difficulty.*

In writing numbers

1. Children may be asked to give information by writing a number on the board. The directions may be: Write the number that tells how old you are; number of children in the first grade, in the second, in school; number of fingers you have, ears.

2. During the last part of the year children may be given carbon copies of questions for seatwork requiring silent reading and writing a number for the answer. Such an exercise might contain several questions concerning a certain story in a book; as,

- a. How many children are there in the story?
- b. How many boys?
- c. How many girls?
- d. How many animals are there?
- e. How many pets?

- f. How many hands do the children have?
- g. How many feet?
- h. On what page does this story begin?
- i. On what page does it end?

3. At this time simple questions like the above involving numbers and based on personal elements, pets, animals on the farm, objects in the schoolroom, etc., may be duplicated by means of carbon paper. Write the numbers in answer to the questions as in the preceding exercise.

ABSTRACT COUNTING

Abstract counting should not be forced, and should not be required beyond the number with which children have become familiar thru their experiences with objects. It is questionable whether counting by 10's to 100 or by 5's to 50 should be encouraged except in the case of children with a ready comprehension of number. Good motivation for abstract counting is afforded by having children count to 50 and later to 100 by 1's in playing "Hide-and-go-seek," by 2's in arranging the pupils in marching, or counting the number of eyes in the room. Vary the "Hide-and-go-seek" game by counting to 100 by 10's, to 50 by 5's, to 20 by 2's. Enlist the co-operation of older pupils in giving little children an opportunity to get this practice.

Abstract counting might cover this succession of steps but under no consideration should all of these steps be required of all children:

1. Counting 1-10 inclusive by 1's
2. Counting by 10's to 100—10, 20, 30, etc.
3. Counting by 5's to 50
4. Counting from 21 to 30, 31 to 40—91 to 100
5. Counting from 11 to 20
6. Counting by 2's to 20

GAMES

Lockhart, Eldredge & Brown, *Number Helps*; Wilson, *Motivation of Arithmetic*; Harris & Waldo, *Number Games for Primary Grades*; and Losh & Weeks, *Primary Number Projects* previously mentioned contain an abundance of suggestions for games, many of which yield excellent practice opportunities for first grade children.

RHYMES

The following rhymes are helpful and prove a delight to children. A few may be memorized. One, Two Buckle My Shoe; One, Two, Three, Four, Five, I Caught a Hare Alive; Baa, Baa,

Black Sheep; Ten Little Chickadees; Barber, Barber, Shave a Pig; Ten Little Indians; Sing a Song of Sixpence; Three Wise Men of Gotham; Ten Little Pennies; The Ten o'Clock Scholar; Going to St. Ives; One for the Money; Hickory Dickory Dock; This Little Pig Went to Market.

SONGS

The music for the following rhymes is found in Lockhart, Eldredge & Brown, *Number Helps*: Baa, Baa, Black Sheep; Mother Goose Schottish; Hickory Dickory Dock; Three Blind Mice; Sing a Song of Sixpence; Two Little Blackbirds; Hippiity Hop to the Barber Shop; Ten Little Indians; Ten Little Fingers (same music); The Muffin Man; Ten Little Chickadees.

STORIES

1. The following stories found in Tileston, *Children's Treasure Trove*, contain elements of number, quantity, or comparison: The Selfish Sparrow and the Houseless Crows, The Wolf and the Seven Little Kids, The Three Goslings, The Little Glass Shoe, The Three Gifts, The Honest Penny, The Pancake.

2. *Bailey and Lewis, *For the Children's Hour* contains the following stories of a similar character: The Gingerbread Boy, The Rich Goose, The Candles, Little Half Chick, The House in the Wood, The Living Alarm Clock, Grandmother's Curtains.

3. Other well known stories involving number ideas are: The Three Billy Goats Gruff, The Three Bears, Little Black Sambo, The Shoemaker and the Elves, The Three Little Kittens, The Tar Baby.

DRAMATIZATION

In dramatizing some of the above number stories in the language period the children may decide on the number of characters and the number of articles, etc., called for in the story and hence necessary for acting it out. For example, in dramatizing Little Black Sambo they will need to plan for *four* tigers, *one* coat, *one* umbrella, *two* shoes, and *one* boy.

SEATWORK

During the first year children will do little abstract number seatwork. The following activities afford opportunities for the use of numbers or involve number ideas in connection with reading.

*Listed in language course of study

Silent reading

1. Silent reading exercises giving directions for illustrating reading lesson may involve number ideas whenever possible. See mimeographed material entitled *Seatwork Activities Based on the Natural Method First Reader* mentioned in course of study in reading. Look up exercise 13 accompanying The Owl, exercise 18 for The Three Bears, and exercise 23 for The Foolish Young Geese.

2. Pure number exercises in same reference are exercise 24 for Hansel and Gretel and exercise 3 on page 10.

Booklet making

1. Children will enjoy making language booklets in the fall of the year in which they paste their clippings in connection with the conversation on the family, our farm animals, flowers in our garden, vegetables in our garden, etc.

2. Number booklets may be made in which children place the numbers from 1 to 10, the number games, and illustrations of these numbers on the same page. Advertisements illustrating the numbers may be clipped, or children may do free hand cutting for this purpose.

3. Number rhyme booklets may be made, the teacher or older pupils writing the line on one page and the child illustrating it on the opposite one.

4. For other booklets involving concrete practice in number see Losh & Weeks, *Primary Number Projects*, pp. 38-45.

Number cards

1. Number group cards

A set of cards two by two inches, or three by five, may be made by each child. On each he may mount a group of objects cut from catalogs. There should be a card for each number group that he knows.

2. Number name cards

On a third set about three by five or five by seven inches he may print the number names with a printing press. The teacher or older pupils may put the script form under the printed form.

3. Number symbol cards

On another set two by two inches, he may paste the numbers (Arabic) which he has cut from a calendar.

4. If desired the children may make a large chart to hang on the wall containing all three of the preceding forms; namely, the group illustration of the number, the name both printed or written, and the Arabic numeral. This will aid in fixing the number concepts.

5. For other number cards and number card games, see Losh & Weeks, *Primary Number Projects*, p. 23.

Devices for number practice

1. Matching objective illustrations and numbers.

2. Matching ends of dominoes.

3. Laying down number cards consecutively like numbers on calendar for month.

4. Laying down number cards in consecutive order as learned in counting, but not required of all children. See topic entitled Abstract Counting.

a. By 1's to 10, to 20

b. By 10's to 100

c. By 2's to 20

d. By 5's to 50

5. Writing numbers in above orders may be practiced during the last part of the year.

See suggestions for seatwork exercises previously given under the topics In Reading Numbers and In Writing Numbers.

STANDARDS FOR PROMOTION

In some children the capacity for developing number sense matures later than in others. Not all first grade children will be able to complete the maximum amount of number work suggested in the preceding pages. Completion of the prescribed number work should, therefore, not be required as a standard for promotion to the second grade. Such promotion should be based on achievement in reading. Sufficient foundation for the more formal work of the second year will have been laid even by less mature children, if the abundant suggestions for the concrete uses of number during the first year have been followed.

SECOND YEAR

See list of references given for first grade. Every school should have Harris & Waldo, *First Journeys in Numberland*, Wilson, *Motivation of Arithmetic*, and Losh & Weeks, *Primary Number Projects*.

Books should not be put in the hands of the children this year.

REVIEW OF LAST YEAR'S WORK

See course of study for first grade for work to be reviewed in counting, reading, and writing numbers. At the beginning of this year it may be necessary to use objects in counting as in the first year, until children have built up again an objective background for their numbers. Enough time should be taken for this review so that children have perfect control of counting, reading, and writing numbers as indicated for the first grade.

ADDITIONAL COUNTING

Counting of the first year may be increased to include counting to 100 by 2's; to 500 by 100's. Let children learn to count by 2's by erasing odd numbers from a list of numbers written in order on the blackboard: 1-3-5-7-, etc.

READING AND WRITING NUMBERS

Reading and writing may be continued thru numbers as far as children have had them.

ADDITION

While most children in the first grade can be taught to add mechanically, as pointed out under How to Overcome Causes of Failure in General Suggestions of this course, the teaching of mechanical processes before children have a clear concept of the meaning of number and a rich experience in dealing with concrete number situations actually serves as a handicap in later number work. For this reason an increasing number of educators are postponing till the second year the beginnings of work in addition and are devoting the entire first year to enriching children's experiences in dealing with situations involving the number idea. The beginnings of addition in the second year should, without question, be confined to the simplest combinations and should be kept within the comprehension of children with still very limited number concepts.

Easier combinations thru ten

This includes all of the twenty-five combinations in addition the sum of each of which is not more than ten. These should be taught in the order of their difficulty. The following order has been found to be graded from the easiest to more difficult steps.

Group 1. Very Easy: 0 0 0 0 0 0 0 0 0

0 1 2 3 4 5 6 7 8 9 and the reverse:— 1 2
0 0 etc.

Group 2. Easy:

1 1 1 1 1 1 1 1 2 2 3 4 5
2 3 4 5 6 7 8 9 3 2 3 4 5 and the reverse

Group 3. Average:

2 2 2 2 3 3 3 3 4 2
4 5 6 7 2 4 5 6 7 5 8 and the reverse

Reverse combinations

It is very important as an economy measure that the reverse of a combination be taught at the same time that the original combination is taught. For example, when a child learns the sum of 2 and 3 he saves time by then learning the sum of 3 and 2 rather than waiting to learn that sum at a later date as an entirely new fact. Actual experience, however, proves that this does not ensure his *knowing* 3 and 2. *Each* fact must receive separate and distinct drill and application in order that the child may gain instant recognition of it.

Objective learning

The combinations should first be taught objectively. As this involves counting, great care should be exercised to prevent children from counting on their fingers or from using objects for any length of time. To prevent these habits from being formed, real objects are presented and then covered during the process of adding. This requires pupils to *think* the numbers and *add* rather than to *count* them. However, objects should be used, as a pupil attaches meaning to a combination of objects he sees; as, cents, beans, toothpicks, or pieces of chalk, but if they are slipped under the hand or covered with a book, as the teacher gives the combination, the child cannot depend on counting the objects.

Variety of presentation

The combinations should be expressed in as great a variety of ways as possible:

2	4	4	2	—	—	4 + 2 = —	4 + — = 6
2	2	—	—	2	4	2 + 4 = —	2 + — = 6
—	—	—	—	—	—		
		6	6	6	6		
— + 2 = 6		2 and — are 6		2 and 4 are —			
— + 4 = 6		4 and — are 6		4 and 2 are —			

Plus sign

The plus sign (+) should be taught incidentally. Children should be taught how to make it. Probably this has been neglected as it has been found in standard tests that children of the intermediate grades frequently confuse + and \times .

Column addition

Single column without carrying

Column addition like all new work starts from life situations. For example: "How much flour did mother use in all on baking day? She used 6 cups for bread, 2 cups for cookies and 2 for

cake." Teach children to think by grouping 2 without 2

thinking the whole process: "four, ten" rather than " $2+2=4$, $4+6=10$."

Column addition involves a difficult step not always recognized by teachers: i. e., it requires the child to add a number which he carries in mind to one that is visible. In the above, the 4, resulting from adding 2 and 2, exists only in his mind, but he must add it to the visible 6. Much adding aloud should be required so as to ensure correct practice and habit formation.

In order to prevent slow, aimless work make use of the "addition ladder," arranging the examples by steps in order of difficulty, the easiest being at the bottom of the blackboard; thus:

$$\begin{array}{r} \text{Step 3.} \quad 3 \ 5 \ 3 \ 4 \ 3 \\ 4 \ 2 \ 2 \ 2 \ 3 \\ 2 \ 3 \ 4 \ 4 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Step 2.} \quad 1 \ 4 \ 5 \ 2 \ 4 \\ 3 \ 3 \ 1 \ 3 \ 4 \\ 5 \ 1 \ 2 \ 1 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{Step 1.} \quad 1 \ 3 \ 2 \ 1 \ 7 \ 1 \\ 1 \ 1 \ 2 \ 1 \ 1 \ 8 \\ 2 \ 1 \ 1 \ 5 \ 1 \ 1 \\ \hline \end{array}$$

Children see how far they can climb without making a mistake.

More difficult combinations

Gaining control over the remainder of the 100 addition facts forms the main objective of the last half of the second year's work in number. After children have acquired accuracy and a high degree of speed with the combinations thru ten, they may proceed to the following:

Hard. 2 2 3 3 4 4 4 4 6 7 8 9
 8 9 8 9 6 7 8 9 6 7 8 9 and the reverse

Very Hard. 5 5 5 5 6 6 6 7 7 8
 6 7 8 9 7 8 9 8 9 9 and the reverse

Just as for the easier combinations, so the reverse should be taught at the same time that the original fact is taught. Thus when 8 are taught, 9

9 8

— — should also be taught. These combinations also should be expressed in as many ways as possible, as indicated for the easier combinations.

Instant recognition

A great deal of oral, and later written, drill should be given especially on the last group of combinations. Use flash cards, games, and playing store as means of fixing these facts. Nothing should be considered satisfactory but instant recognition. Under no circumstances should children be allowed to count on their fingers or make marks or motions as aids in adding. If flash cards and games are used, speed will be stimulated and speed will prevent counting.

Two column addition without carrying

Two figure numbers that involve the decimal point in United States money will motivate this type of addition. No carrying should be required this year.

SUBTRACTION**Objective teaching**

When teaching the addition facts, teach also the corresponding subtraction facts. By stating the addition combinations

3

?

—

8

the first step in subtraction is taught. Objects should be used at first and then "hidden subtraction" should be utilized, that is, putting a certain number of objects under the hand or a book and *thinking* the answer without counting.

Relation to addition

A subtraction combination should be taught not as a new topic but almost as another way of expressing an addition combination. We teach 6

$$\begin{array}{r}
 ? \\
 \hline
 11. \text{ Then 11 less, or} \\
 \text{minus } ? = 6 \text{ or } 11 \text{ or } 11 \\
 \qquad \qquad \qquad ? \qquad \qquad 5 \\
 \hline
 6 \qquad \qquad 6
 \end{array}$$

Variety in presentation

The combinations should be stated in as many ways as possible:

$$\begin{array}{r}
 \text{Find the difference between 7 and 2} \qquad 7 \\
 \qquad \qquad \qquad \qquad \qquad \qquad \qquad 2 \\
 \qquad \qquad \qquad \qquad \qquad \qquad \qquad \hline
 7 \text{ minus } 2 = \text{—} \qquad 7-2 = \text{—} \\
 \text{Do not use } 3 \text{ or } 7 . \\
 \qquad \qquad \qquad +5 \qquad -2 \\
 \qquad \qquad \qquad \hline \qquad \hline
 \end{array}$$

These signs are crutches that lead to bad habits.

Minus sign

The minus sign (−) should be taught in writing examples like 7 − 2.

There is little advantage in using the term “take away.” It is forming a “baby habit” that has to be broken later. In expressing the combinations orally use the term “and” and later “plus;” “less,” and later “minus.”

MULTIPLICATION AND DIVISION BY TWO

This work should be introduced thru the study of home activities—doubling and dividing recipes. Finding number of pieces of paper to be distributed to *two* children in the class, number of desks in *two* rows, number of panes of glass in two windows will furnish objectivity.

Multiplication by 2's may be developed by first adding. Thus 5 times 2 is found by adding 2 .

2
2
2
2

— *Children should not learn the tables in tabular form.* It makes no difference whether they learn 2 times 9, or 2 times 2 first, except that the latter is easier. Two times 10 is easiest of all. Abstract drill should follow, *always out of order.* Domino and other number cards may be used in these drills. See suggestions in the first year work and Harris & Waldo, *First Journeys in Numberland*, pp. 103-106, 121.

Division facts should be taught in connection with the corresponding multiplication facts. In connection with division by 2's, teach $\frac{1}{2}$ of a number as another way of expressing division.

MEASUREMENTS

Practice in measuring

In the first year children became familiar with the *foot*, *yard*, and *inch* thru seeing the teacher or older pupils find children's heights and measuring in the schoolroom. This year they should have a great deal of practice in learning to use these measures themselves. They may measure length of readers, width; one another, how many inches tall each is; length and width of desk, table; height of seats; width of door, window.

They may be brot to use the inch, half-inch, and fourth-inch in construction work—valentines, May baskets, etc., and measuring long strips of paper, such as come in rolls of ribbon, to represent ribbon, lace, or braid.

"Mother needs $1\frac{1}{2}$ yards of braid to trim a boy's blouse. Measure and cut the right length." "Father needs 7 feet of rope for a halter. Measure and cut a string to show this length."

Furnish a doll house. See Harris & Waldo, *First Journeys in Numberland*, pp. 31-33, 42, 45, 70.

Estimating measurements

Children should be taught to estimate height of different persons in the room, height from floor to chalk tray, height from floor to window, length and width of different objects in the room. Let children play during seat work period with foot rules

and yard sticks. They will learn much by themselves in measuring all kinds of objects. They may choose sides and keep score.

Other measures

Thru use children should become familiar with *measuring cup*, *pint*, *quart*, *gallon*. Teacher should make a survey of the measuring utensils and the uses for measuring in her district and plan the work accordingly. Water and sand may be used to represent liquids and dry materials measured at home. Very simple problems about measuring in cooking and preserving, selling cloth, milk, etc., will furnish the concrete material. Children use the measures to indicate "answers" to problems given by the teacher and classmates. For example, "Mother uses for boiled rice $\frac{1}{2}$ cup of rice and three times as much water. Show by the measuring cup how much water is used for each." Also teach *dozen* and *half dozen*.

References:

Harris & Waldo, *First Journeys in Numberland*, pp. 28-33, 42, 45, 52, 63-64, 70-74, 107-110, 132, 135, Scott

Hoyt & Peet, *First Year in Number*, pp. 24, 27, 69, 96, Houghton
The Thorndike Arithmetics, Book One, pp. 9-10, 57, Rand

Telling time

Children should be taught to tell time by the hour, half hour, and fifteen, ten, and five minute intervals. They may make individual clock faces, toothpicks for hands, moving them about to indicate time father and mother get up, time father does the chores, time it takes mother to get breakfast, time she leaves cake in the oven, time to boil potatoes, etc. See Hoyt & Peet, *First Year in Number*, pp. 60, 106-108, 119-121; Stone-Millis, *Primary Arithmetic*, p. 45; Harris & Waldo, *First Journeys in Numberland*, pp. 85-91, 112.

If the clock in use at school is provided with Roman numerals these should be taught thru XII. Otherwise Roman numerals should be deferred until the third grade. See Losh & Weeks, *Primary Number Projects*.

United States money

Children should be taught to recognize and learn the comparative value of the coins to \$1.00; i. e., *penny*, *nickel*, *dime*, *quarter*, *half dollar*, and *dollar*. They should also learn to make change to twenty-five cents in playing store. Father goes to town and buys (1) one article (2) two articles the sum of which is not more

than twenty-five cents. Children dramatize this activity. Seat work problems with toy money. Teach children to *read* problems from the blackboard and slips of paper. The language of arithmetic is one of the greatest difficulties. Children should learn early to read problems about live situations. These should, of course, be one step problems.

Playing store

This work should be taught thru playing store. Use real money in class and toy money for seat work. Write to Milton, Bradley & Co., San Francisco, or John W. Graham & Co., Spokane, for toy money.

When using seed and other catalogs, choose pictures of articles whose value is not more than fifty cents. Children show with money how much each article is worth—"Father buys a package of cucumber seed for 10 cents. Show the coin that he must pay." "Mother sells a pound of butter for 45 cents. Show the money that represents it."

In the first half of the second grade "bargain days" will almost be necessary as children do not know combinations whose sums are more than 10. Addition combinations may be learned by buying two articles and subtraction combinations by making change. See Harris & Waldo, *First Journeys in Numberland*, p. 122. Follow such work with mechanical drill by means of games, flash cards, etc. Provide plenty of such devices in a variety of forms for seat work.

Supplies for store

Empty boxes, cans, etc., may be brought from home, the mothers being requested not to mar the appearance of these when opening them. Teachers may also secure free of charge empty cartons of well known brands from the Educational Foundations Company, "Model Store" Department, 19-27 Flatbush Ave., New York. These cartons should be placed on shelves arranged for the purpose, preferably in the rear of the room. A table may take the place of a counter.

ONE STEP PROBLEMS

These should involve use of the one hundred addition and subtraction facts. Early work in problems should be oral and should be of the one step type only. In the last half of the year some of these may be worked on paper.

Real situation problems

These should be *sets* of problems on *one* real situation rather than miscellaneous problems covering many situations. For example:

1. In gathering eggs you find 7 in the hen house and 2 in the barn. How many in all?
2. Yesterday there were 3 in the hen house and today there were 7. How many did you find in the hen house in the two days?
3. Mother needs 6 eggs for cooking and there are only 2 in the basket. How many must you find for her?

Price list charts

After children have had practice in solving problems in which all the data are given in the problems, give other problems in which all the data are given separate from the problems. For example, a list of doll's furniture, toys, or groceries with prices may be written at the top of the blackboard and the problems below:

Doll's chair 7c	1. How much will you pay for a paper doll and a chair?
Paper doll 2c	
Doll's trunk 5c	
Doll's dishes 14c	2. If you have only 7 cents, what two things can you buy?
Doll's table 11c	
Doll's bed 16c	
Doll's cradle 12c	3. If you have 15 cents and you buy a doll's cradle, what will you have left?
Doll's dresser 10c	

See Harris & Waldo, *First Journeys in Numberland*, pp. 94, 114, 120, 122 and

The Thorndike Arithmetics, Book One, pp. 4, 9, 23, 30, 38, etc.

Pictures of articles may be cut out of magazines and catalogs and pasted on a large card with prices of each plainly marked. Problems based on these articles and prices may be printed or written on flash cards. This is excellent practice.

Have children make up their own number stories about what father and mother are doing at home, what children are doing at school, etc. Harris & Waldo, *First Journeys in Numberland*, pp. 56, 95, 127, etc.

EXERCISE IN NUMBERS

Practice exercises

See One Step Problems in the preceding topic and Provision for Practice suggested for first grade.

Flash cards

The importance of the use of flash cards cannot be too strongly emphasized. Their use helps to make the answers to combinations automatic. They may be used in many games.

Combination cards

1. For class use

Some of the best flash cards contain on one side the two numbers to be added and, on the other side, the two numbers and their sum. If an error is made, the card may be turned quickly, permitting the child to see at once the correct answer associated with the combination. See course of study in reading for suggestions concerning the manipulation of flash cards.

2. For individual use

Each child may have a pack of cards at his desk similar to those for class use. For self drill he may arrange the cards so that the side without answers is up. He goes over these combinations by himself verifying the accuracy of his response by looking at the other side of the card. When he has failed in a response to a combination he puts that card aside and continues thus until he has covered the entire pack. Then he drills himself on those that he missed.

Single number cards

Each child has a pack of cards containing a single number each; as, 2, 4, 8, etc. Two children may receive drill with these in the back of the room during seat period, a child from an upper grade acting as umpire. Each of the two children may put down a card. Suppose one puts down a card containing 3 and the other 7. The response for addition should be 10. Scores may be kept to determine who gave the greater number of correct responses. A third or fourth grade child acting will receive much material benefit from umpiring work in these combinations.

Games

Supervised

The play element should dominate—but play with a definite purpose of making the acquisition of number relations more interesting, and the use of numbers seem more real to the child. By

using games it is easy to create a social situation where there is a real need for numbers. For games see the following:

Harris & Waldo, *Number Games*, pp. 41-42

Harris & Waldo, *First Journeys in Numberland*, pp. 26, 41, 43, 50, 62

The Thorndike Arithmetics

Hoyt & Peet, *Everyday Arithmetic*

Smith, *Arithmetic Games*

Unsupervised

Much of the drill may be done during seat work periods without the teacher's supervision. This, of course, should be only after a good degree of accuracy in the combinations has been attained in recitation periods. Unsupervised games, playing with dominoes and the use of flash cards will help to make the responses instantaneous. A small group of first grade children should be able thus to "play" with numbers in a corner of the room without disturbing the rest of the school.

Games to fix the combination facts

Stone-Millis, *Primary Arithmetic*, pp. 11, 12, 13, 14, 18, 26-28 (For games only)

The Thorndike Arithmetics, Book One, pp. 26-29, 51 (For games only)

Harris & Waldo, *First Journeys in Numberland*, pp. 26, 41, 50, 62, 75, 86, 92-93, 97, 98, etc.

First Year Course of Study

STANDARDS FOR PROMOTION

1. Both accuracy and speed in the one hundred addition and subtraction combination facts.
2. Column addition, with carrying of numbers whose sums are not more than eighteen; also two column addition of United States money without carrying.
3. Ability to do orally one step problems involving the combinations learned.
4. Telling time: hour, half hour, quarter hour, five minute intervals.
5. Ability to measure: inch, half inch, foot, yard; measuring cup; pint, quart, gallon. Understanding of dozen and half dozen.
6. Fair ability in estimating lengths, widths, and heights.
7. Absolute accuracy in the multiplication by 2 and the corresponding division facts.
8. Recognition and comparative value of coins up to \$1.00. Ability to make change to 25 cents.

THIRD AND FOURTH YEARS

GENERAL SUGGESTIONS

Introduction of textbook

In the third year pupils begin to use a textbook. One of the most important pieces of new work for this year is to teach children how to use it.

In the second year some training is given in reading and interpreting problems written on the blackboard. This should be continued at the beginning of the third year, before using a book. In schools of five years or more, third and fourth year pupils are combined. Special attention will have to be given to third year pupils early in the fall in helping them to interpret problems and master language difficulties as they arise.

These are some of the new difficulties that the child will meet:

1. New terms

figure	owe	acre
subtract from	income	minus
multiply by	expenses	given
divide by	required	divisor
addition	liquid measure	dividend
equal to	measurements	numerals
remainder	units	receipts
estimate	tens	total
price list	sum	millions
thousands	contains	hundreds
grow on shares	difference	teamster
real estate	quotient	cashier
rectangular plot	product	contractor
a dealer's profits	solve	dealer
debts	problem	

2. Use of the book

3. The arrangement and organization of subject matter

Use of textbook

The textbook serves two main purposes: (1) as a reader and (2) as a source of problems for reasoning and computation. It should not be used page by page but merely as a reference to provide work assignments. The teacher should be critical of the problems presented in the text and may check on the following points:

Are the situations real?

Are the prices given in this section those of today? If not, have pupils substitute local prices.

Are they the kind of problems fathers or mothers, a merchant, carpenter, or other person in the district has to solve?

Are there enough examples or problems in every new step to give pupils the necessary drill?

Good practice in analysis and judgment will be provided if pupils are asked to help criticize the problems on the preceding points. They should be asked (1) to make up problems and (2) to illustrate a problem by a drawing to make it clearer.

Catch problems, problems involving many steps, or ambiguous wording should be omitted.

Interpretation of problems—silent reading lessons

All thru the third and fourth years and perhaps for several years it will be necessary to have lessons on the interpretation of problems, conducted as other silent reading lessons. The time should be devoted entirely to the interpretation of the problem and none to the solution. The steps should be somewhat as follows:

1. Read the problem intelligently.
 - a. Understand the meaning of every word.
 - b. Determine what is given.
 - c. Determine what is to be found.
2. Decide whether the answer is to be abstract or in some denomination as feet, dollars, pounds, etc.
3. Select the process to be used in the solution.
4. Estimate what the answer will be.

See General Suggestions for fifth and sixth years for details of conducting silent reading lesson in connection with problem solution, together with illustrations of such lessons.

Tests

See same topic under General Suggestions at the beginning of arithmetic course of study for standard tests that may be employed in grades three to eight.

THIRD YEAR

(To be used as third and fourth year work in every one-teacher school of five grades or more. To be taken even years, 1926-27, 1928-29. Omit work in the basal textbook that is not given in the following outline.)

SUBJECT MATTER AND METHOD

Review of last year's work

See content of course and standards for promotion in second year course for facts and processes to be reviewed before taking up third year work. By using either standard or informal tests, determine where drill is needed and which children need it.

In reviewing the work of the first two years, the review should be taken up in a different way from that used in the second grade. For example

1. How long is it from 7 in the morning until 5 in the afternoon?
2. How long from 8 A. M. to 9 P. M.? (Teach meaning of A. M. and P. M.) From 9 P. M. to 5 A. M.?
3. How many minutes does it take the minute hand to go from 9 to 10?
4. How many minutes make $\frac{1}{2}$ hour? $\frac{1}{4}$ hour?

Counting

Counting to 100 should be continued by 5's, 10's, 6's, 9's, and 11's. Such counting may be introduced as a step in addition and should then be made automatic thru practice. This will serve as a step preparatory to the multiplication facts to be learned this year.

Reading and writing numbers

Children should learn to read and write with ease any number up to 1,000. They should have practice in writing to 100 by 5's, 10's, 6's, 9's, and 11's until they can do this with considerable speed.

Addition**By endings**

This should be introduced when reviewing the one-hundred combinations. For example, when reviewing the sum of 3

5

it is the only step to teach 13, 23, 53, 93,

5 5 5 5

— — — — also

15 35 85 etc.

3 3 3

— — —

Much drill is essential, therefore many games and devices are necessary, especially the use of flash cards. Premiums should be put on speed as well as accuracy.

References:

Harris & Waldo, *First Journeys in Numberland*, pp. 97-98, 128

Stone-Millis, *Primary Arithmetic*, pp. 53, 72, etc.

Of numbers of two orders**1. Without carrying**

In the second year two column addition was taken up in connection with United States money only. This year it should be extended and all precautions taken to provide correct practice in taking the difficult step involved in column addition. Read again second year course of study on column addition for explanation of difficulty involved; namely, adding a number that exists only in the mind to one that is visible.

a.	Add	Add	Add	Add	b.	Subtract	Subtract
	12	24	16	31		76	38
	53	35	41	14		14	25
	—	—	22	41		—	—
			—	12			
			—	—			

2. With zero and without carrying

This is often a difficult step for children.

Add	Add	Add	Add	Add	Add	Add	Add
38	50	20	44	37	30	10	32
40	23	17	10	41	20	24	20
—	—	31	25	20	50	13	4
		—	—	—	—	2	41
						—	12
							—

3. *With carrying*a. *Objective presentation*

This should be taught objectively, preferably thru the use of coins—dime and cents. In playing store it may be arranged by the teacher for children to buy two articles, the value of one of which will be more than ten cents and the sum of whose units will also be more than 10; for example, 17 cents and 5 cents. Children in this grade should be able to tell instantly the sum of these amounts. Instead of paying 22 separate cents, what do you pay? (Two dimes and 2 cents.) Put this example on the board

$$\begin{array}{r} 17c \\ 5c \\ \hline 22c \end{array}$$

How did you get 22 cents? The example may be written

$$\begin{array}{r} 1 \text{ dime } 7c \text{ or } 17c \\ 5c \qquad \qquad 5c \\ \hline \end{array}$$

2 dimes 2c 22c The latter, it is explained, is the short way of writing the example. Give *many* such examples in buying and selling involving carrying before taking up abstract numbers. The latter needs no explanation if the former has been thoroly drilled on.

Larger numbers may now be given:

17	27	35	and later	17	23	78	
15	48	56		15	39	50	
—	—	—		4	42	65	etc.
				—	—	—	

b. *Difficulties involved*

When children have difficulty with column addition involving carrying, the teacher should have them add aloud to determine what the specific weakness is. Such an analysis will disclose one or more of the following weaknesses: (1) lack of automatic control over one or more of the 100 addition facts, (2) inability to do column addition, (3) lack of instantaneous control over adding by endings. When the weakness is determined, opportunity should be provided for practice in that skill.

Subtraction**With borrowing**

Teach borrowing in subtraction in playing store, in much the same way that carrying was developed. Include zeros in abstract numbers as a last step.

Practice in addition and subtraction

Books should be used to furnish the necessary drill later. The following suggest addition and subtraction experiences that might grow out of one activity—buying a boy's clothing for the winter.

1. Father bought me a pair of shoes costing \$......and a pair of rubbers for.....cents. How much was the bill?
2. What change did the clerk give him from \$10.00?
3. Later father bought me a sweater for \$......and a cap forcents. How much did he pay for both?
4. Father gave the clerk \$10.00. What change did he receive?
5. Mother ordered from town a winter overcoat costing \$...... and four pairs of stockings costing \$...... How large a money order did she send?
6. Mother made me three blouses. The cloth for one cost..... cents, anothercents, and the thirdcents. How much did she pay for the cloth?
7. Buttons and braid for the three blouses cost..... What was the whole cost of the three blouses?
8. I had \$...... in the bank. Father said he would give me enuf more to pay for a suit which cost \$...... How much did father give?
9. My winter underwear was bought at a fire and water sale and was marked down from \$...... to \$...... How much did I save?
10. Mother bought the yarn to knit my mittens. It costcents. What change was received from \$......?

Multiplication and division facts of 5's, 10's, 6's, 9's, and 11's

Motivation

A motive for learning the tables is very important. This need will arise in playing store. For example, it is necessary to buy 4 pencils at 5 cents each. The only way a child knows how to solve this is to add 5 cents four times.

5c

5c

5c

5c

—

Let the teacher make this and other similar problems a speed contest; then children will want to know a short cut, hence the other multiplication facts in what is ordinarily called the table of 5's. They should not, however, be drilled in order.

In teaching the table of 10's, develop that to multiply by 10 is the same as annexing a zero. Give *oral* practice in multiplying numbers of two and three orders by 10 (annexing 0). In the same way we teach that dividing by 10 is the same as leaving off one 0.

Division facts taught simultaneously with multiplication

The division facts should be taught at the same time that multiplication is taught, as one is the opposite of the other. Thus, when a child learns $4 \times 5 = \text{—}$, $5 \times 4 = \text{—}$, $4 \times \text{—} = 20$, $\text{—} \times 5 = 20$, $5 \times \text{—} = 20$, $\text{—} \times 4 = 20$, Multiply, four 5's $= \text{—}$, five 4's $= \text{—}$,

$$\begin{array}{r} 5 \\ 4 \\ \text{—} \\ 20 \end{array}$$

$\text{—}5\text{'s} = 20$, $\text{—}4\text{'s} = 20$, he should also learn that 4 into $20 = 5$ or 5

into $20 = 4$ and that this is expressed $5 \overline{)20}^4$, $4 \overline{)20}^5$, quotient always above, $20 \div 5 = \text{—}$, $20 \div 4 = \text{—}$, $20 \div \text{—} = 5$, etc. It is also expressed as $\frac{1}{4}$ of 20. This should not be taught as a new fact but should be included.

Application of multiplication and division facts

1. Multiplication facts

The multiplication facts should be put to use as soon as they are learned by multiplying numbers of two or three orders. These steps must be mastered:

a. Without carrying

$$\begin{array}{r} 61 \quad 73 \quad 314 \quad 821 \\ 5 \quad 3 \quad 2 \quad 4 \\ \text{—} \quad \text{—} \quad \text{—} \quad \text{—} \end{array}$$

b. With carrying

$$\begin{array}{r} 75 \quad 47 \quad 392 \quad 815 \\ 5 \quad 4 \quad 3 \quad 2 \\ \text{—} \quad \text{—} \quad \text{—} \quad \text{—} \end{array}$$

c. Without zero in multiplicand

d. With zero in multiplicand

2. Division facts

The division facts should be applied only in short division in which the dividend is a number of two or three orders. Quotient

should be written above. The following indicate steps to be mastered in using division facts:

- a. Without carrying: $2\overline{)84}$, $4\overline{)484}$
- b. With carrying: $5\overline{)85}$, $3\overline{)546}$
- c. Without zero in dividend
- d. With zero in dividend
- e. Without remainder
- f. With remainder

3. One step problems

Apply the knowledge learned in a variety of problems; such as,
On mother's household account I find four oranges 7 times. How many oranges did we use during the month?

On a bargain counter I find lace marked 4 cents a yard. How much will it cost to trim a dress requiring 8 yards?

John's hens laid on an average 11 eggs a day. How many did he get in a week?

Signs

Care should be taken in teaching the sign \times that it is not confused with $+$ or that \div is not confused with $-$.

Roman numerals

Roman numerals should be learned this year from I to XII inclusive.

Measuring and weighing

1. Areas—square inch, square foot, and square yard—in finding amount of material for book covers, burlap for bulletin board, etc. Number of square feet and square yards of floor space, window space, school yard.

On the blackboard should be rectangles containing different areas—1 square foot, 2 square feet, 5 square feet, etc. The teacher may tell the children that one of these contains a certain number of square feet. (Develop the words *area* and *rectangle*). Measure the length of the sides. How many square feet will there be in a rectangle 1 ft. long and 1 ft. wide, 2 ft. long and 1 ft. wide, 2 ft. long and 2 ft. wide, and so on. Children draw these on the blackboard and on the floor.

The next step will be to find objects in the room and to think of objects at home which contain about 10 square feet, 20 square feet, 100 square feet.

2. Ounce and pound in playing store. If scales are not furnished, try to borrow some for playing store. Teach how to weigh a half pound, quarter pound. Problems made from this.

3. Abbreviations for square inch, square foot, square yard, dozen, ounce, pound as they are met.

References:

Stone-Millis, *Primary Arithmetic*, pp. 89-91, 94, 95, 100-101, 144-150
The Thorndike Arithmetics, Book One, pp. 142-146, 162-164

Money—making change

First half of the year—making change to 50c

A greater variety of objects may be bought and sold in this year. Children record their sales on the blackboard. A customer buys a boy's cap for 35 cents and gives the clerk a 50 cent piece. One child may record the transaction.

50c

35c

15c Only one step problems should be given. Teachers must give a sufficient number of problems outside the book as only a few will be found in the textbook.

Last half of year—making change to \$1.00

A still greater variety of objects may be bought and sold this half year. Problems may now be recorded by using the dollar sign and decimal point, the first step in teaching decimals. Train children to be very particular to put points under points. If sale slips are used at the stores at which the people of the community trade, get a block for use in school. Actual money should be used for transaction in class and toy money for seat work.

The last part of the year, have two articles purchased and change made. Make this step very simple at first—purchase articles worth \$0.25 and \$0.25, make change from \$1.00, or purchase articles worth \$0.40 and \$0.10, make change from \$1.00.

Checking work

Initiate the checking process this year by having children check their column addition by adding down after having begun at the bottom the first time. If the variety of examples in simple addition facts be used; as,

16	16	?
9	?	9
—	—	—

? 25 25, it may be possible to teach them to understand checking of subtraction by the reverse process; i. e., the sum obtained by adding the difference

and the subtrahend should equal the minuend. In abstract drills, time pupils to determine which are the more accurate, the slow, or rapid workers.

Reading in third grade arithmetic

See this topic in General Suggestions at the beginning of the arithmetic course, and also the topics Introduction of Textbook and Use of Textbook in General Suggestions for third and fourth years.

Standard tests

Much time is wasted in school drilling on work that the majority of the class understands. Every teacher knows in a vague way the weaknesses of the class as a whole but not of individuals. The ordinary test or examination does not point out the specific difficulties so we have gone on from year to year guessing what a child needs and the child has not even been made a partner in this guess work. Several scientific tests have been worked out to help both the teacher and the pupils to locate difficulties in the fundamental processes and reasoning and to economize time by laying emphasis on the weak spots. When it has been determined what specific facts are responsible for a child's failure, vigorous practice *on these specific weaknesses* should ensue.

See topics Standard Arithmetic Tests and Practice Exercises under General Suggestions of the arithmetic course for lists and publishers.

General review of year's work

This should be thru concrete problem work as far as possible. It will probably be found that it will be necessary to isolate certain work for abstract drill but it is not wise to rely on that alone. It should be remembered that the real test is in *applying* number facts learned.

STANDARDS FOR PROMOTION

1. All standards given for second grade.
2. Accuracy and speed in addition and subtraction by endings.
3. Accuracy and speed in addition and subtraction of numbers of two orders involving carrying and borrowing.
4. A good understanding of the meaning of one step problems.

5. Ability to estimate answers rather closely before solving simple problems.
6. Ability to *use* with accuracy and a fair degree of speed the multiplication and division tables of 5's, 10's, 3's, 4's, and 11's.
7. Facility in measuring and computing areas and in weighing in ounces and pounds.
8. Ability to make change to \$1.00.
9. Familiarity with terms: area, rectangle, sum, difference, product, multiplier, quotient, dividend, divisor, multiplication, division.
10. A growing habit of checking work.
11. Familiarity with the signs \times , \div and the decimal point.

FOURTH YEAR

(To be used as third and fourth year work in every one-teacher school of five grades or more. To be taken odd years, 1927-28, 1929-30, etc.)

SUBJECT MATTER AND METHOD

Standard tests

A good maxim is "Test before you teach." In order to compare one class with thousands of other classes of the same grade, standard tests are necessary. Reread this topic under General Suggestions.

Review of last year's work

See content of course and tests for promotion from third grade. Determine by either standard or informal tests what individual children's difficulties are and then provide practice thru drills and use.

For variety in review:

1. Apply the multiplication tables somewhat as follows:

3 7 4 2 8 9 5 6 1

- a. Multiply each of these numbers by 5 and add 6 to the product
- b. Multiply each of these numbers by 10 and add 8 to the product.
- c. Use other combinations based on tables children have learned.
2. Emphasize multiplication and division of numbers by 10 by annexing or removing a zero at the end of number. Use both large and small numbers, whole numbers and United States money.
3. Give examples in division with remainders.

For variety some division should be expressed like the following:

7 = —3's and —r, (remainder)
10 = —4's and —r, —etc.

Addition and subtraction of numbers of three orders

This is only a step beyond the work outlined for third year. When classes are combined the addition and subtraction of numbers of three orders should, of course, be given after two orders, whether or not the third or fourth year outline in other topics is being followed that particular year. The order of steps should be followed as given in the same topic for third grade.

Multiplication and division by 3's, 4's, 7's, 8's, and 12's

As in the third year the approach is thru addition; that is, children learn what six 3's are by adding 3 six times. The table of 12's should be associated with the dozen and with the number of inches in a foot.

Motivation

A need for the tables may be created thru playing store and keeping scores in games. Children should build their own tables before they know that there is such a thing as a table in a textbook. Drills should *always* be out of order.

Division facts learned simultaneously with multiplication

The division facts should be taught at the same time that multiplication facts are taught. A child should know that there are three 3's in 9 about as quickly as he knows that 3 times 3 are 9. The fractions $\frac{1}{3}$ and $\frac{1}{4}$ should be taught simply as another way of expressing division.

Variety of presentation

Greater thoroness will result if the multiplication and division facts are stated in as many ways as possible:

$$\begin{array}{llll}
 7 \text{ times } 4 = \text{—} & \frac{1}{4} \text{ of } 28 = \text{—} & 7 \overline{)28} & 7 = 28 \div \text{—} \\
 7 \times ? = 28 & 7 \text{ into } 28 = \text{—} & 28 = \text{—} \times 7 & 4 = \text{—} \div 7 \\
 ? \times 4 = 28 & 28 \div 4 = \text{—} & 28 = 4 \times \text{—} & 28 = \text{—} 4\text{'s}
 \end{array}$$

In order to establish a habit that will not have to be broken later when long division is taught, the quotient should be written

over the dividend $4 \overline{)28}$. For the some reason, uneven divisions should be given so that children will realize early that there is frequently a remainder in dividing:

$$7 = \text{—} 2\text{'s and } \text{—} r, 7 \overline{)29}, \frac{1}{4} \text{ of } 21 = \text{—}, 21 = \frac{1}{4} \text{ of } \text{—} \text{ and } \text{—} r.$$

Roman numerals

Review Roman numerals to XII. Teach Roman numerals to L.

Reading in fourth grade arithmetic

See the same topic in third grade course. See also similar topic in General Suggestions.

Interpretation of problems—silent reading lessons

The same method should be followed this year to fix the habit of thinking out the steps of a problem. These lessons should be entirely silent reading lessons without any attempt being made at problem solution.

Flash cards with the following sentences printed or written on them should be used, children giving the answers after reading silently (and quickly) what is on the card. These contain the vocabulary usually found in arithmetic problems for fourth grade but practically nowhere else in books:

How many tens in thirty?

Write two whole numbers on the board.

Name a fraction.

Select three things about two feet long.

If an apple is divided into four parts, what will one part be called?

Write five, six, and eleven as figures.

Write a column of figures.

Read 1,307.

Add 25 and 17. Read your result.

Subtract 12 from 20.

Give the sum of 5, 8, and 2.

What does times means.

Multiply five by seven.

Find the product of ten and three?

How many pints in two gallons?

How many quarts in three gallons?

What is the area of a rectangle three feet by seven feet?

Find the difference between thirty-two and twenty-five.

Give the table of dry measure.

How many half-dozen make a dozen?

Sixteen ounces equal _____.

Find the quotient of 24 and 6.

What is the remainder when you divide eight by three?

What is the average age of two boys who are 8 and 10 years old?

How much change would you give for a quarter if a five cent pencil is purchased?

Write on the board something that represents United States money.

How much is a quarter of a dollar?

Write a Roman numeral on the board.

How much does a dime represent?

Draw a one inch square on the board.

How do you obtain the answer in making change of three cents out of a nickel?

Fractions

Fractional parts of numbers

Tho no fraction work in found in the textbook it should not be neglected. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, and later $\frac{2}{3}$, $\frac{3}{4}$, $\frac{5}{8}$, $\frac{5}{6}$, $\frac{3}{8}$, and $\frac{7}{8}$ of single numbers should be taught. This work will be a natural outgrowth of playing store and making out sale slips. For example, a customer purchased $\frac{1}{4}$ lb. of cheese at cents a pound and $\frac{1}{3}$ yd. of gingham at cents a yard. Make out the sale slip.

Significance of numerator and denominator

In this work in fractions lead children to see that the numerator expresses the number of parts, 1 (fourth) of a dollar, yard, pie, apple; 3 (fourths) of a dollar, yard, pie, apple; and the denominator indicates the size of the parts, half apple, third apple, fourth apple.

Addition and subtraction of common fractions

Problems in sewing and woodwork will give the motivated approach. Addition and subtraction problems of the simplest similar fractions should be taken, followed by abstract drill before giving problems in addition and subtraction of unlike fractions.

Thoro understanding of the fractions to be added or subtracted is essential before teaching the new process; otherwise, children will add (or subtract) all the numbers in sight, the denominators as well as the numerators. If children really understood the meaning of $\frac{1}{2}$, the sum of $\frac{1}{2} + \frac{1}{2}$ will naturally be given as $\frac{2}{2}$ or, in the next step $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$. Objects should be used in all of the *first* work so that children's answers can be objectively verified. Always reduce an answer immediately to lowest terms so that a new habit will not have to be established later. As no new work in fractions will be taught for over a year it is important that what has been taught be frequently applied in problem work. Adapt the games given for lower grades to secure sufficient practice in addition and subtraction of fractions.

Drawing plans to a scale

Drawing plans is another means of giving children practice in measurements and in preparing them for denominate numbers. Correlate with geography. The teacher may work out with the children a map of the school grounds drawn on the school room floor. A simple scale should be used 1 ft.=1 yd. or 1 ft.=1 rd.

or 1 in.=1 yd., depending upon the size of the school yard and the available space on the school room floor. School house, gate, and paths should be included, also drawn to a scale. How many square yards in the school grounds? How many square feet does the shed cover?

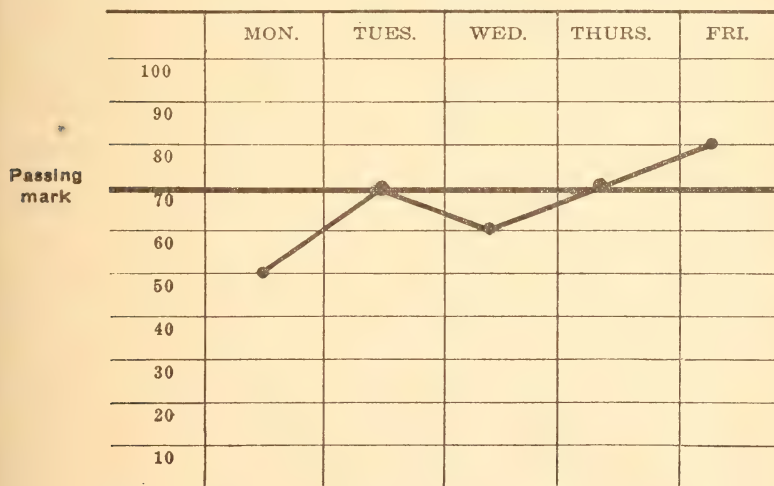
Draw the home garden or the home kitchen to a scale. Lead children to see that the larger the place or object to be represented, the smaller the scale. Teach children the proper placing of the scale on paper (usually the lower right hand corner) and the method of indicating it. (Scale 1"=1'). Absolute accuracy should be insisted upon. For drill, have children draw to scale one side of school room; top of desk; other objects in the room.

Graphs

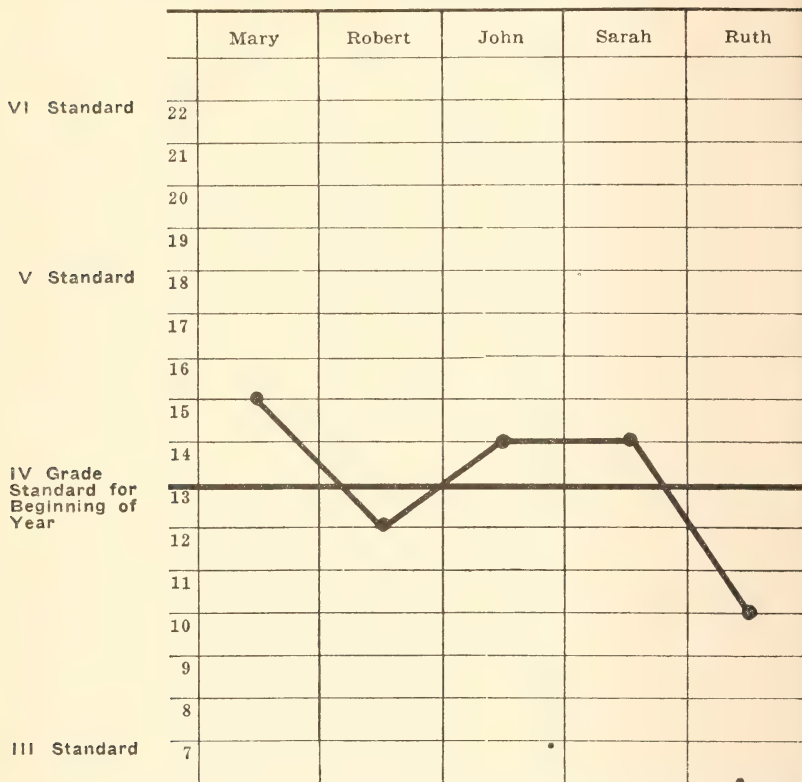
Graphs should be used frequently to keep scores in games, standard tests, spelling and arithmetic lessons, and to keep record of temperature, votes at school and other elections, attendance, etc.

In the graph below it will be seen that John Doe received in arithmetic 50 on Monday, 70 on Tuesday, 60 on Wednesday, 70 on Thursday, and 80 on Friday.

1. Arithmetic Record of John Doe.



2. Class Scores in Standard Test (Fourth Grade)



This type of graph is very simple and can easily be comprehended and applied by fourth grade pupils. However, it should be developed and put into practical use as suggested above.

Averages

This work may be motivated by finding the average daily attendance for a week or month, the average score in games or in standard tests. Much practice should be given in this before going on to the next step which is much more difficult. The different elements in this second step must be reduced to a similar basis.

Example: The following scores were received by different pupils of the fourth grade in a standard arithmetic test. Find the average fourth grade score.

2 pupils 14

3 pupils 16

5 pupils 17

1 pupil 8

1 pupil 18

Checking

See suggestions for third year for checking work in processes in addition and subtraction. Children should now be taught to check their work in the other two operations by reverse processes also.

1. Multiplication: The product divided by the multiplier should equal the multiplicand.

Original: $\begin{array}{r} 24 \\ 5 \\ \hline \end{array}$	Check: $5 \overline{)120}$
120	

2. Division: The quotient multiplied by the divisor should equal the dividend.

Original: $\begin{array}{r} 22 \\ 8 \overline{)176} \end{array}$	Check: $\begin{array}{r} 22 \\ 8 \\ \hline \end{array}$
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Constant vigilance will be necessary until checking becomes a habit. The value of this habit can not be overestimated. Children will, of course, not be able to solve so many problems if they are to check each one.

Tests

Informal tests

Constant informal testing must be done in order to determine children's weak spots in speed and accuracy.

The arithmetic goal for the end of the fourth year may be stated briefly as follows: accuracy and a fair degree of speed in responding to addition, subtraction, multiplication, and division facts and the ability to apply these facts in simple situations requiring one operation.

1. Visual tests

When materials are provided on paper and the child has all the time he needs, accuracy may be tested. In this type he has an opportunity to count on his fingers and the teacher has no means of determining which combinations are not automatic.

2. Oral tests

Children may number their papers for a list of answers. The teacher will dictate combinations; as, 4 and 9, 63 and 9, 11 minus 6, etc., and the children will write the answers only. Precautions should be taken not to hurry children. Give time enough for children to think *but not to count on their fingers*.

Osburn tentatively suggests the following periods between readings:

Grade	II—6 seconds	Grade	VI—2 seconds
“	III—5 “	“	VII—2 “
“	IV—4 “	“	VIII—2 “
“	V—3 “		

The Clapp Drill Book for fourth year contains tests for this year's work and indicates (1) the standard speed for recognition of the fundamental facts and (2) standard percentage of accuracy to be attained by children of this grade at the end of third, sixth, and ninth month. It also contains suggested practice exercises, problems, and score sheet.

Standard tests

The quality of work done during the year should be determined by both a test in the fundamental operations and a reasoning test. The results of these tests will determine the placing of emphasis in review work and also whether or not children should be promoted in arithmetic.

See same topic at beginning of arithmetic course for list of tests and practice exercises.

Review of year's work

Proceed first thru abstract drills and second thru practical applications in problems. Be satisfied with nothing but absolute accuracy and a fair degree of speed in addition, subtraction, multiplication, division, and the beginning of fractions. Problems which come within the children's experience involving principles taught should be made by the teacher.

STANDARDS FOR PROMOTION

1. All standards given in the first three years.
2. Ability to find averages.
3. Facility in applying the multiplication and division tables of 6's, 7's, 8's, 9's, and 12's.

4. Understanding of the language found in arithmetic problems as given in the outline for this year.
5. Ability to interpret one step problems, especially an understanding of what problems call for.
6. Facility in adding and subtracting numbers of three orders and especially when zeros are present in the numbers.
7. Facility in finding the fractional parts of numbers and an understanding of the meaning of fractions.
8. Facility in adding and subtracting fractions.
9. Understanding of Roman numerals up to L.
10. Ability to interpret scale drawing and to draw a scale.
11. A habit of checking all work.
12. Ability to read and make accurately simple graphs.
13. Up to grade as shown by standard tests.

FIFTH AND SIXTH YEARS

GENERAL SUGGESTIONS

The three main arithmetic objectives for the fifth and sixth years are, (1) to perfect the control of number facts in the four fundamental number processes, (2) to acquire skill in solution of two step problems, and (3) to perform the fundamental processes with fractions.

Perfecting control of number habits

Experience has proved the importance of beginning each of these years by a rigorous canvass of children's number facts in order to determine which specific combinations have not become automatic. The approach should follow this order:

1. Test to find what children need.

It is a waste of time to teach over and over what children already know. Use some of the commercial tests suggested in General Suggestions for the arithmetic course, or test informally to determine just which facts are the cause of difficulty. By having children perform computations aloud the teacher can detect the specific combinations that need attention. Children should be made conscious of their own weaknesses and keep a list of them.

2. Teach what they do not know.

If necessary teach the facts again as in preceding grades.

3. Provide exercise.

An abundance of practice exercises and applications to situations should be provided for each pupil.

4. Test again to determine gain.

5. Keep scores of individual children to show progress. Note: *The Clapp Drill Book* for fifth and sixth years will prove exceedingly helpful for tests, practice, applications, and recording scores of individual pupils.

Solution of problems

Study habits in arithmetic

Children should work out with the teacher as class exercises rules or principles to govern the following:

1. Creating an atmosphere for study
2. Putting problems on paper
3. Solving abstract examples
4. Solving problems
5. Judging problem material
6. Illustrating problems

Two step problems

All problem solution during preceding years involved one operation only. Problems involving two operations will now be introduced for the first time. Begin with one step problems. Combine two related problems into one; as

1. Mother sold 10 dozen eggs at 50 cents per dozen. What did she receive for them?

2. She bought Mary a sweater for \$4. How much change would she receive from a \$5 bill?

3. (Combination of problems 1 and 2 into two-step problem) Mother sold 10 dozen eggs at the store for 50 cents per dozen. She bought in trade a sweater for \$4. How much money is still due her?

Difficulties in reasoning problems

Osburn's analysis of children's errors in solving reasoning problems resulted in the conclusion that *seven out of ten errors in solution of reasoning problems were due to inability to read the problem.*

1. *Exercise in silent reading*

Frequent provision, not less than twice a week, should be made for the following analytic exercises in reading problems.

a. Analysis of problem

- (1) What is given?
- (2) What do we wish to find?
- (3) How may we find it?

b. Deciding on process to use

- (1) Problem: If 6 fountain pens cost \$12, what is the cost of 1 pen?
- (2) Judgment: Shall I add, subtract, multiply, or divide?

c. Determining information to be used that is not given

- (1) Problem: At \$2.50 per yard, what must I pay for 18 inches of cloth?
- (2) Judgment: What must I know that is not given?

d. Determining number and kinds of processes to be performed

- (1) Problem: I bought a house for \$3000, paid \$500 for repairs, and sold it for \$4250. How much did I gain?
- (2) Judgment: How find the cost? How find gain? How many processes?

e. Estimating results

(1) One step

Problem: Mr. Smithers bought 12 dozen pairs of rubbers at 79c per pair. How much did he pay for them?

Judgment: Did he pay more than \$144?

(2) Two step

Develop the idea of relation.

Problem: Three yards of gingham cost 45 cents. What will 9 yards cost? (Children should be trained to see that 9 yards will cost three times as much as three yards, so they estimate 3×45 cents which will be a little greater than 3×40 cents and a little less than 3×50 cents.)

Judgment: About how much will the answer be?

2. *Exercise in interpreting problems*

In interpreting problems, do not attempt any actual solution as this will defeat the purpose. The new habit of thinking out the process before using a pencil must first be formed. Here are typical situations that will provide excellent practice in this type of abstract thinking:

a. Number in problem not used in solution

Study one step problems that contain three numbers, one of which will not be used in the solution, as, "Sold 5 hogs weighing a total of 1075 pounds at 14 cents a pound. How much was received?" (This is a life situation, not a catch problem.)

b. Comparison basis of solution

Teach children to state problems such as the following, by comparison. "Three dozen eggs sold for \$1.80. What will be received for 6 dozen at the same rate?" Children should be trained to see at once that 6 dozen are twice as many as 3 dozen and therefore will sell for twice as much. In the sixth year give numbers in which comparisons are uneven—"Three dozen eggs sold for \$1.80. What will 8 dozen sell for at the same rate?"

c. Problems without numbers

Drill in problems without numbers is a help in developing a thinking attitude before solving problems. The following will suggest others:

(1) If you know how many miles a train travels per hour and how many miles away the county seat (or some other destination), how would you find the number of hours it would take to go that distance?

(2) If a boy had a certain number of kites and each one had a certain length of string tied to it, how would you find the combined length of all the strings?

(3) If a boy had a certain number of marbles and he lost a fraction of them, how would you find the number he had left? (This is the kind of problem that causes much trouble as children do not always comprehend the full meaning.)

(4) If you know the number of examples you can do in one day, how do you find the number that you can do in a certain number of days?

(5) If you know the weight of two articles and also the weight of one of these, how would you find the weight of the other?

Problems Without Numbers, published by F. A. Owen Co., Danville, N. Y., supplies an abundance of practice problems of this type for intermediate and upper grades.

3. *Exercise in vocabulary meaning*

Failure in solution of a problem is frequently found to be due entirely to lack of understanding of a single term in the vocabulary employed. Care must be exercised to ensure children's understanding of each new arithmetic term or phrase used in the problems; as, value of, given, gain, loss, repairs, per dozen, by the, estimate, receive in change, in trade, cash, due her, etc. Application of these terms should be made constantly to situations that are perfectly familiar to children.

Construction of problems

The work in problem construction by pupils should now be continued to involve two steps. Economy in buying may well form the basis for such problems. The pupils may secure prices and jointly construct a chart containing price lists as follows:

1. *Economy chart*

PRICE LIST CHART	
Cost by Single Purchase	Cost by Quantity Purchase
Palm Olive soap.....10c	3 bars for.....25c
Orange 5c	6 for25c
Stockings35c	3 pair for.....\$1.00
Men's handkerchiefs.....15c	2 for25c
Men's collars.....15c	4 for50c

2. *Problems based on chart*

The following are suggestive of the problems that pupils may compose:

a. A quart can of peas is marked 18c. How much would you save on two cans if you could get two for 35c?

b. A pint can of paint costs 35c and a quart can costs 65c. I need two quarts of paint. Should I buy pint cans or quart cans? How much would I save?

3. *Cautions concerning economy problems*

Economy in buying is a worth while topic for children to think about. The teacher will need to lead the pupils to discover that quantity buying, tho apparently an economical procedure, may in reality be extremely wasteful. A discussion will bring out the following factors in lack of economy in quantity purchases: frequency of use of articles, quantity actually necessary to meet needs, perishableness, change in style and hence in desirability. Even tho there might be an apparent saving thru buying in large quantities, pupils will easily conceive the extravagance involved in buying four caps for one boy, two washboilers for the average family, or three new coats for one girl.

Fractions—common and decimal

Surveys were conducted by Wilson, Wise, Charters, and others to determine what fractions we actually need today. The following conclusions hold significant meaning for our work in fractions in general and in these two grades in particular.

1. The majority of practical needs today are met with fractions whose denominators do not exceed 8 or 16. These two denominators are, of course, of special significance because our *inch* is divided into *eighths* and our *pound* is made up of *sixteen ounces*. Most practice should occur with fractions whose denominators are not greater than 16.

2. The use of decimals is replacing common fractions. Good control should be secured with decimal fractions. Large fractional remainders may be reduced to decimal form thru long division; as, $146\frac{255}{374}$ might best be reduced to 146.68 or 146.682.

Checking work

By the time children have reached the fifth or sixth year this should be a deep-seated habit, but must be continued as both class and seat work. Working and verifying five problems will be much more profitable than working ten problems and using the answers in the book as a check rather than the children's own verification. The checking habit will not only guarantee accuracy but will increase the self-confidence of pupils.

The method of checking in the four fundamental processes has been learned in the third and fourth years. The new two step problems are made up of a succession of these operations, each one of which should be checked before going on to the next step.

FIFTH YEAR

(In rural schools of five or more grades, the fifth and sixth grade pupils will be combined and the fifth year outline will be taken even years, 1926-27, 1928-29.)

SUBJECT MATTER AND METHOD

Standard tests

See suggestions at the beginning and at the end of the fourth grade course. Keep the record of scores in the form of a graph. See fourth grade outline for method of teaching graphs. For list of standard tests see General Suggestions at beginning of arithmetic course.

Review previous year's work

Review should come by means of applying the previous year's work to new situations and by using mechanical drill devices to stimulate interest. The following reviews should receive attention

1. The 100 addition and subtraction facts
2. Column addition to two and three figure numbers involving United States money
3. Multiplication and division table thru 12's (Absolute accuracy and instantaneous responses are needed in this work before long division is taught.)
4. Application of tables—linear measure, surface measure, avoirdupois weight, liquid measure, dry measure
5. Estimate lengths, heights, distances, areas, weights. Stepping land is an important method of estimating distances. Be sure children know the dimensions and areas of the school room and the school yard.
6. Graphs

Reading and writing numbers

Care should be taken that children do not use the word "and" in reading whole numbers. Read 364 as three hundred sixty-four, not three hundred *and* sixty-four. Time-tables, crop reports, election returns, and similar reports that appear in newspapers and periodicals, may be used to give children practice in reading large numbers. These should be both whole numbers and United States money. Numbers should be given to children both in figures and words, the latter to be written in figures.

Long division

Prerequisites to successful work in long division

1. Automatic control of short division facts to determine the trial quotient
2. Automatic control of multiplication facts to multiply the divisor by trial quotient
3. Automatic control of addition facts to perform the necessary carrying in multiplication
4. Automatic control of subtraction facts to perform the necessary subtraction

Introduction to long division

1. Review of several short division problems
2. Solution of these same problems by a long division form to learn steps
3. Practice with easy divisors; such as, 21, 31, 32, 22
4. Before attempting the solution of examples with more difficult divisors, give children a good deal of practice first in estimating the number of times the divisor will go:

15)494 Are there 3 15's in 49 or are there 4?

27)685 Shall you try 2 or 3? Solve the example.

Gradation of long division examples

Osborn, *Corrective Arithmetic*, pp. 173-177, gives the following gradation of steps based on an analysis of the difficulties involved in two figures in the divisor.

List A—Simplest examples—38 examples with no carrying involved in multiplication of divisor:

13)143 21)441 23)483 36)396 62)1984

List B—34 examples involving carrying as the only new difficulty:

23)1196 45)3150 58)2494 78)3978, etc.

List C—33 examples involving borrowing (in subtraction) as the only new difficulty:

41)3444 51)3621 91)3913 93)3069

List D—34 examples involving both carrying and borrowing:

43)3916 59)1357 73)3358 86)2752

List E—34 simplest examples in which the trial quotient is not the true quotient:

12)1080 16)800 26)1560 48)3840

List F—30 examples of moderate difficulty in which the trial quotient is not the true quotient:

45)3555 57)3933 73)4964 89)8633

List G—33 difficult examples in which the trial quotient is not the true quotient:

$$47 \overline{)4418} \quad 98 \overline{)9810} \quad 45 \overline{)4410} \quad 98 \overline{)9016}$$

List H—28 easy problems in long division with more than two figures in the quotient:

$$13 \overline{)2769} \quad 31 \overline{)17794} \quad 61 \overline{)439993} \quad 51 \overline{)108987}$$

List I—20 easy examples in long division with more than two figures in the divisor:

$$111 \overline{)8991} \quad 113 \overline{)1356} \quad 122 \overline{)147864} \quad 1122 \overline{)135662}$$

List J—26 examples in long division with zeros in the quotient:

$$67 \overline{)2707} \quad 567 \overline{)453749} \quad 372 \overline{)2622775} \quad 192 \overline{)153459}$$

Remainders in long division

At first, express remainder as a fraction and later in the year, after studying decimals, express remainder as a decimal by carrying out to (1) one decimal place and (2) two decimal places. This is one of the few uses we have for decimals which does not involve United States money and should be taught in connection with long division.

Application of long division

Both the approach and application of long division should contain many problems in finding averages—average daily attendance at school, average yield of grain, average time in relay races and 50-yard dash played at recess, etc.

Decimals

Multiplication and division

1. *Involving United States money*

These will be problems in buying and selling for practice in decimals. In the majority of problems solved by adults, buying and selling are involved. Practical problems, such as the cost of groceries for a month, will give the kind of drill needed, the abstract drill must also be given. Use sale slips. Check all work in division by multiplying.

One of the most common mistakes of children of upper grades in solving abstract examples in standard tests is in placing the decimal point in division of decimals. Fix this point while dividing United States money.

2. *Of decimals by 10's, 100's, and 1000's*

Children should be led to see that in multiplying by 10 the decimal point of the multiplicand is moved one place to the right

and to divide by 10 the decimal point of the dividend is moved one place to the left. Much oral drill should be given in this. After multiplying and dividing by 10, 100, and 1000 use 20, 200, 2000; 30, 300, 3000 as both multipliers and divisors, the work still being oral.

Common fractions changed to decimals

Use *only* the fractions learned in the previous year's work; such as, $\frac{1}{2}=.5$, $\frac{3}{4}=.75$.

Decimal equivalents

These should be memorized after children have learned *how* to change common fractions to decimals.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{2}{3}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ $\frac{1}{6}$ $\frac{5}{6}$ $\frac{1}{8}$ $\frac{3}{8}$ $\frac{5}{8}$ $\frac{7}{8}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$

Reading and writing decimals

Let these be decimals in United States money and abstract numbers thru three places. The thousandths place in United States money should be read as mills—\$.0226, twenty-two cents, six mills.

Per cents as another name for decimals

These may naturally follow reading and writing decimals. They should not be taught as a new subject but indirectly as another name for decimals—.50 or 50%. Use only the most common per cents—10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 25%, 75%, $33\frac{1}{3}\%$, $66\frac{2}{3}\%$, $12\frac{1}{2}\%$, $16\frac{2}{3}\%$. Learn fractional equivalents of these.

Per cents of numbers

Only the simplest should be used. This should come as a part of series of problems; as, the per cent of seeds which germinate in a germinating test; the per cent of pupils absent; the per cent of points won in a game. Abstract drill should follow the concrete work. Most of this work should be without pencil and paper. In a problem like the following, children should think of $12\frac{1}{2}\%$ as $\frac{1}{8}$: "In John's germinating box $12\frac{1}{2}\%$ of the seeds were found to be poor. If he planted 80 seeds, how many would not grow?"

To show that children understand the meaning of per cents, they should be given practice in exercises somewhat as follows:

$$10 \text{ per cent of } 80 \text{ means } \frac{10}{100} \left\{ \frac{1}{10} \right\} \text{ times } 80 \text{ or } \underline{\hspace{2cm}}$$

$$5 \text{ per cent of } 50 \text{ means } \underline{\hspace{2cm}} \times 50 \text{ or } \underline{\hspace{2cm}}.$$

$$6\frac{1}{4} \text{ per cent of } 30 \text{ means } \underline{\hspace{2cm}} \times 30 \text{ or } \underline{\hspace{2cm}}.$$

$$12 \text{ per cent of } 1000 \text{ means } \underline{\hspace{2cm}} \times 1000 \text{ or } \underline{\hspace{2cm}}.$$

$$25 \text{ per cent of } \$105 \text{ means } \underline{\hspace{2cm}} \times \$105 \text{ or } \underline{\hspace{2cm}}.$$

$$185 \text{ per cent of } \$80.40 \text{ means } \underline{\hspace{2cm}} \times \$80.40 \text{ or } \underline{\hspace{2cm}}.$$

Practical measurements

Board measure

Much more emphasis should be given to board measure. It will be very necessary to have boards of different thicknesses in the school room in order that children may understand that a board or plank more than one inch thick ($1\frac{1}{2}''$, $2''$) can be sawed into two boards and therefore the thickness in inches by the width in feet is multiplied by the length in feet. A board 2 inches thick, 16 inches wide, and 16 feet long is equal to *two* boards 1 inch thick, $1\frac{1}{3}$ ft. (16 inches) wide, 16 ft. long and figured $2 \times \frac{5}{3} \times 16$. Children should become so familiar with 2×4 's, 4×4 's, etc., that they know the thickness at a glance without measuring. Teach children how to *write* and figure a bill of lumber. See Thomas, *Rural Arithmetic*, p. 156, or Hunt, *Community Arithmetic*, pp. 153-6.

Using present prices, find the number of feet of lumber for and the cost of laying a walk from the school house to the street. Find the cost of fencing the school yard; building a gate. Difficult problems in carpentry will be left for the seventh year.

Carpeting rooms

Develop good taste as well as teach arithmetic. Children should bring to school the dimensions of living rooms, bed rooms, etc., to figure the amount of carpet needed. Compare the cost of a carpet and a large rug. Which is more sanitary; easier for the housewife to keep clean? Develop by having children carpet the doll's house with strips of paper so they will understand the principle of running strips lengthwise and crosswise. Teach how to find the amount of linoleum needed. Use local prices. Get data from housewives and dealers as to length of time linoleum will wear and compare with the cost of paint.

Papering, plastering, painting, calcimining, etc.

Most school houses need one or more. Figure how much it would cost to have the needed improvement. Children visit the nearest dealer giving dimensions of the school room and inquire for estimates. Compare with children's figures.

Study wall paper. Old sample books are often given away. Develop taste in choosing plain, ingrain, or oatmeal papers. Test for fading. Have children make a "Wall Booklet" in which they describe the room at home as to exposure, window space, etc. Mount samples of wall paper or paint tinting scheme and figure costs. Art should not be separated from arithmetic. For color schemes see advertising pamphlets from the Sherwin-Williams Paint Co.; also old copies of *Ladies' Home Journal*.

Drawing to scale**Using scale of miles**

This should be closely correlated with map work in geography. Find the number of miles from Libby to Fort Benton; Virginia City to Billings; Glendive to Helena. Find distance across the Atlantic Ocean from New York to Liverpool. Find how much farther north London is than New York.

Drawing to scale

This is continued from fourth year work. Draw a plan of the home garden, indicating size, paths, distance between rows of vegetables. Use simple scale: $1''=1'$, $\frac{1}{2}''=1'$ and later $\frac{1}{4}''=1'$. These should be accurate workmanlike plans. Squared manila paper $\frac{1}{2}''$ and $\frac{1}{4}''$ may be used.

Tests**Informal tests**

See same topic in fourth grade course. *The Clapp Drill Book* for fifth year will be helpful here.

Standard tests

Standard tests are needed to determine the place of emphasis in the review work. For list of tests see General Suggestions at beginning of arithmetic course.

Review problems of year's work

These should be practical problems of the farm and the home. Data should be gathered by the class on the line of work in which the community and the class are most interested. Let these be sets of ten to fifty problems on one subject. After data is gathered the brighter pupils may help the teacher to compose problems.

Suggestive problems—wheat

The following, written in 1917 by Annie Laurie Ballard, a student in Montana State Normal College, are suggestive of the kind that may be made. Substitute present day prices.

Explain number of acres in a section and number of rods on one side of section. Explain peck.

1. How many bushels of wheat will a farmer get from a half section, when his wheat averages 25 bu. per acre?

2. How much will he receive if he gets \$1.50 a bushel?

3. How much will he clear if he has to pay 10c per bushel to thresh and 10c per bushel to haul it to town?

4. How many posts will it take to fence one side of a section if posts are 1 rd. apart?

5. How many bushels of wheat worth \$1.45 will it take to pay for the posts, which cost 20c apiece?

6. If $3\frac{1}{2}$ pecks of wheat are sown to each acre, how many bushels will a farmer need for sowing 300 acres?

7. A farmer pays 12c per bushel to have 6000 bushels of wheat threshed. What is the amount of his threshing bill?

8. 50 acres of wheat yield 40 bushels per acre, 25 acres yield 30 bushels per acre, and 10 acres yield only 15 per acre. What is the average wheat yield per acre?

9. A farmer pays out \$200 for hired help; \$300 for horse feed; \$150 for machinery; \$150 for oil, twine, gasoline, etc.; \$100 for incidentals and \$1000 to keep up the household. How much does he make or clear if he has 1500 bushels of wheat at \$1.50 per bu., if 10c per bushel was charged for threshing?

10. A man sells 1000 bu. of Turkey Red wheat for \$1.50 per bu., 800 bu. of Marcus for \$2.00 per bu. and 100 bu. of heated or spoiled wheat for only 85c per bu. How much did he receive?

STANDARDS FOR PROMOTION

1. All standards given for the first four grades.

This includes 100 per cent accuracy in the multiplication and division tables when given out of order.

2. Reading and writing numbers in hundreds and thousands and in United States money, also other decimal numbers.

3. Facility in long division.

4. Multiplication and division involving United States money.

5. Quick response without pencil in multiplying and dividing decimals by 10, 100, and 1000.

6. Facility in changing common fractions to decimals.

7. A knowledge of decimal equivalents and a habit of using them in all problem work.

8. Per cents, fractions, and decimals used interchangeably.

9. An understanding of and facility in finding per cents of numbers.

10. Ability to do problems in board measure, carpeting, papering, plastering, painting, and calcimining.

11. Up to grade as shown by standard test.

SIXTH YEAR

(In rural schools of five or more grades, the fifth and sixth grade pupils will be combined and the sixth year outline will be taken odd years, 1927-28, 1929-30, etc.)

SUBJECT MATTER AND METHODS

Standard tests

See suggestions at the beginning and at the end of the fourth year course. Keep the record of scores in the form of a graph. See fourth year course for method of teaching graphs.

Review of previous year's work

1. Reading and writing whole numbers and decimals
2. Long division
3. Multiplying and dividing by 10, 100, or 1000 rapidly without use of pencil
4. Multiplying and dividing involving United States money
5. Common fractions changed to decimals
6. Decimal equivalents
7. Comprehension of the meaning of per cents
8. Per cents, decimals, and fractions used interchangeably
9. Finding per cents of numbers
10. Using scale of miles
11. Drawing to scale
12. Application of board measure; carpeting, papering, plastering, painting, etc.

Teaching children how to study

See General Suggestions for fifth and sixth grade course for details of method in this work. This study should include the interpretation of two step problems and problems without numbers.

Teachers are urged to study the specific errors of children, particularly in problem work. Those who have given a great deal of study to the errors of children say that with most children the types of errors are few. Osburn says, "Four or five different things are responsible for at least three-fourths of the trouble which children have." He has identified the errors of 6000 rural and city school children and has classified them under the following heads:

	Approximate Frequency
1. Total failure to comprehend the problem	30%
2. Procedure partly correct but with omission of one or two essential elements.....	20%
3. Ignorance of fundamental quantitative relations....	10%
4. Errors in fundamentals.....	20%
5. Miscellaneous errors and those whose causes could not be discovered.....	20%
	<hr/> 100%

It will be seen from the above classification that nearly a third of the pupils' difficulties will be eliminated if children are taught to interpret problems correctly before attempting to solve them. If "omission of one or two essential elements" is also due to lack of complete understanding of what the problem gives and what it calls for, a half of the errors in problem work may be eliminated by the right kind of persistent training in the interpretation of problems. Probably one period a week should be devoted to this kind of study.

Common fractions

Vocabulary

Numerator, denominator, common denominator, proper fraction, improper fraction. Use these terms and require children to do so as a convenience. Definitions, if necessary, should be *developed* by the class without reference to the text.

Reduction of fractions to higher and lower terms

Use only the fractions that parents have occasion to use. Surveys in Iowa show that farmers, housekeepers, and merchants seldom use fractions with a numerator greater than one and a denominator greater than five. In weighing, the denominator 16 is used.

1. *Oral work predominating*

Because of the limited need for difficult fractions, reduction to higher and lower terms should be mostly oral. The work should be introduced by objects, drawings, etc. Reduce halves, fourths, eighths to sixteenths; thirds to sixths, ninths and twelfths; fifths to tenths. Individual sets of fraction cards made of cardboard by the pupils will be useful objective material. These should not represent fractions smaller than 12ths or 16ths. A certain length (12" or 16") should be decided on to represent the

“whole” or “one.” Two cards half that length represent two halves, three cards a third of the length, and so on. Other objects, drawing, etc., should also be used in order that children may see that neither an integer nor a fraction is a fixed thing. For example, $\frac{1}{2}$ may be any length, depending upon the unit; it may be $\frac{1}{2}$ a circle, a card, a line, a dollar.

2. *Motivation*

Give situations in which a knowledge of reduction is necessary, then teach the process. The motive may come thru construction work. For example, if children are making a book cover, $6\frac{1}{8}$ inches long, with $\frac{3}{8}$ inch for a lap, they find that the entire width including lap is $6\frac{4}{8}$ inches, and on the ruler $6\frac{4}{8}$ inches are equal to $6\frac{1}{2}$ inches. Now a motive has been given to find the simplest way to express fractions by reducing to lower terms. Objects, such as fraction cards, give the mechanical helps necessary to make the process clear. Plenty of abstract drill should follow, then applications in practical problems.

A need for reducing to higher terms may be found in a similar situation. For example, a cover is to be made $6\frac{1}{8}$ inches wide with $\frac{1}{2}$ inch for lap. How wide will the paper have to be? To add $\frac{1}{8}$ and $\frac{1}{2}$, $\frac{1}{2}$ will have to be changed to eighths. It will be found to equal $\frac{4}{8}$ on the ruler. Drill in reduction to higher terms follows, to give skill in doing such work quickly and accurately. Teach cancellation as a short method of reduction.

Reduction of improper fractions to mixed numbers

Also reduction of mixed numbers to improper fractions. This should be with simplest fractions and in connection with measuring and other concrete situations. Use abstract drill problems after developing the process.

Addition and subtraction of fractions

Review fourth year work. Mature people have little use for addition and subtraction of fractions, except the simplest. Dress-making, athletic records, measuring in industrial arts, and carpentry create a need.

1. Mother decided to give the girls hair ribbons for Christmas. She found Mary needed $1\frac{1}{4}$ yards and Lucy $2\frac{1}{4}$ yards. How much did it take for both?

2. She gave Mary a sash of the same kind of ribbon. It measured $3\frac{1}{4}$ yards. How much did she need for the sash and the two hair ribbons?

3. The clerk found there were $7\frac{1}{8}$ yards in the roll of ribbon so she threw in the remainder. How much more did mother receive than was needed?

Multiplication of fractions

Teach children that in multiplying a number by a fraction, the product is smaller than the number. Use of "of" when the multiplier is a fraction ($\frac{1}{2}$ of 12). See fourth year work for multiplication of a fraction and an integer. Problems in multiplication of fractions naturally arise in construction work, agriculture, sewing, and cooking. Doubling and dividing recipes involve multiplication of fractions.

1. The following recipe for Indian pudding will serve eight people. What would be the recipe for four people; six people; ten people? Show the amount of each ingredient needed in the measuring cup, teaspoon, and tablespoon.

Indian Pudding

$\frac{1}{3}$ cup corn meal	1 teaspoon ginger
5 cups milk	1 teaspoon salt
$\frac{1}{2}$ cup molasses	2 tablespoons sugar

Pour hot milk over the meal. Cook in a double boiler 20 minutes. Bake several hours in a slow oven.

2. Use local prices and find the cost of this recipe for your family.

a. Weight 1 cup of meal. What part of a pound is it? What would the cost be at _____ cents a pound?

b. How many cups in a quart? Five cups of milk are how much expressed in quarts?

c. How much will 5 cups of milk cost at _____ cents a quart? (If evaporated milk is used in the home, state the last two problems in cans instead of quarts.)

d. How much molasses in a can? One-half cup is what part of a can?

e. What will $\frac{1}{2}$ cup cost at _____ cents per can?

f. Estimate the value of ginger, salt, and sugar. Find the cost of the entire recipe.

In abstract work in fractions, take *simple* factoring. Children should be able to tell quickly when a number is divisible by 2, 3, or 5.

Division of fractions

In all previous work in division children have learned that the quotient is smaller than the dividend. A new habit has to be formed to expect the quotient to be larger than the dividend when

dividing by a number that is smaller than 1. Teachers should lead up to this idea gradually, being sure that children understand each step before proceeding to the next one.

Step 1. a. For 10c you can buy — pencils at 5c each.

$$10 \div 5 = \text{—}$$

b. For 10c you can buy — pencils at $2\frac{1}{2}$ c each.

$$10 \div 2\frac{1}{2} = \text{—}$$

c. For 10c you can buy — stamps at 1c each.

$$10 \div 1 = \text{—}$$

d. For 10c you can buy — marbles at $\frac{1}{2}$ c each.

$$10 \div \frac{1}{2} = \text{—}$$

Step 2. a. In 8 yds. there are — 2 yd. lengths. $8 \div 2 = \text{—}$.

b. In 8 yds. there are — 1 yd. lengths. $8 \div 1 = \text{—}$.

c. In 8 yds. there are — $\frac{1}{2}$ yd. lengths. $8 \div \frac{1}{2} = \text{—}$.

d. In 8 yds. there are — $\frac{1}{4}$ yd. lengths. $8 \div \frac{1}{4} = \text{—}$.

e. In 8 yds. there are — $\frac{1}{8}$ yd. lengths. $8 \div \frac{1}{8} = \text{—}$.

Step 3. a. 4 qts. = — $\frac{1}{2}$ qts, $4 \div \frac{1}{2} = \text{—}$, $8 \div \frac{1}{2} = \text{—}$.

b. 4 lbs. = — $\frac{1}{4}$ lbs, $4 \div \frac{1}{4} = \text{—}$, $8 \div \frac{1}{4} = \text{—}$.

c. 4 pies = — $\frac{1}{8}$ pies, $4 \div \frac{1}{8} = \text{—}$, $8 \div \frac{1}{8} = \text{—}$.

Step 4. a. $1 = \text{—} \frac{1}{2}$'s, $1 = \text{—} \frac{1}{4}$'s, $1 = \text{—} \frac{1}{3}$'s, $1 = \text{—} \frac{1}{6}$'s.

b. $2 \div \frac{1}{2} = \text{—}$, $2 \div \frac{1}{4} = \text{—}$, $2 \div \frac{1}{8} = \text{—}$, $2 \div \frac{1}{3} = \text{—}$.

c. $6 \div \frac{1}{3} = \text{—}$, $10 \div \frac{1}{5} = \text{—}$, $8 \div \frac{1}{5} = \text{—}$, $12 \div \frac{1}{7} = \text{—}$.

Step 5. How did you get the answer to the first one in (b)?

The next? The next?

From this number of examples children may be led (1) to make their own definitions and (2) to make their own rule that when a number is divided by (a) more than 1 the quotient is smaller than the number and (b) less than 1 the quotient is larger than the number.

1. Practice with terms

A great deal of practice should be given in having children tell which number is the divisor. This is very important for many children do not know which number to invert.

All suggestions so far have been for dividing an integer by a fraction. The next steps should be:

a. Division of fraction by an integer

b. Division of a fraction by a fraction

2. Motivation

Neither pupils nor parents have many occasions for using division of fractions, but the few situations that do arise should furnish the approach for this new case of fractions. After concrete problems, demonstrating to pupils the need, the steps should

be developed by means of fraction cards or other objects. Problems in carpentry, feeding animals, and sewing occasionally involve division of fractions. The following suggest an actual use in or out of school.

a. A boy builds a bird house of scrap lumber. He finds pieces of 6-inch boards one of which is $36\frac{1}{2}$ inches long. He decides to use this for the roof. How long will the roof boards be if he saws them into two equal parts?

b. He finds another piece $25\frac{1}{2}$ inches long and uses that for the two sides. What is the length of the house?

c. How much longer is the roof than the sides?

d. How much does the roof extend over the sides at each end?

e. He finds another piece of board 23 inches long. He decides to use that for ends. How high is the house at the highest point?

f. Draw to scale the three parts of the bird house using $\frac{1}{2}$ " for 1".

(1) What will be the actual length and width of the roof in your drawing?

(2) What will be the dimensions of the sides in your drawing?

(3) What will be the dimensions of front and back before the corners are sawed off?

(4) The boards that he used for the floor cleated together made a base $22'' \times 12''$. What will the dimensions be in your drawing?

The housewife has occasion to use division of fractions when using left overs or remnants of cloth, ribbon, braid, etc. She has to decide how large a cushion she can make to get a certain number from a given remnant; how many breadths may be put in a child's skirt; how much braid she can use for two sleeves when she has only a given length.

3. *Abstract drill*

Abstract drill should be so thoro that the response will become automatic. Only the simplest fractions are needed but process should be thoroly mastered.

Measurements

Geometric measurements

Rectangles, parallelograms, triangles. More attention needs to be paid to perimeter of rectangles than to area. Give problems in fencing a field, putting a walk around a yard, buying picture molding for a room, etc. In dressmaking bias pieces are in the shape of parallelograms. Problems such as the following may be given:

A dressmaker needs 8 bias pieces of silk 24 inches long and 3 inches wide. How many square inches will it take?

Gable of a house, blotter corners, pennants, sail for a boat, etc., are based on the triangle. Problems on concrete situations should be composed by the teacher and the class.

Denominate numbers

Review the tables learned:

Dry Measure	Linear Measure
Liquid Measure	Time
Weight	

Complete the table of square measure. How many acres in the school yard? Show how large a space is required to be planted for a potato club, corn club, garden club. Complete the table of cubic measure. Probably this table is most often used in connection with the excavating and concrete construction. Volume of dirt, gravel, or concrete is usually expressed in loads or cubic yards. Give plenty of practice in this work. Children should be able to figure on the construction of concrete posts, sidewalks, walls, etc. Take advantage of any concrete construction work in the neighborhood. See Hunt, *Community Arithmetic*, pp. 120-1 and Thomas, *Rural Arithmetic*, pp. 164-171. Develop meaning and apply the terms 1:2:4 or 1-2-4 when speaking of proportion of cement, sand, and gravel or crushed rock

1. A walk is to be constructed 40 feet long and 4 feet wide. A 12-inch foundation of cinders is needed. How many cubic yards are needed?
2. How many cubic yards of concrete laid 4 inches thick will be required?
3. A finishing coat 1 inch thick is put on top. How many cubic yards will be required for the walk?
4. The formula 1-2-4 is used. What part of the whole is cement; sand; gravel?

Very little attention should be given to addition, subtraction, multiplication, and division of denominate numbers. These are not difficult in themselves and are not frequently found in life. However, enough attention should be given so that children will understand the principle. One of the most frequent mistakes by upper grade children in standard tests is in dividing a number somewhat like the following: $9 \overline{)15 \text{ yd. } 3 \text{ ft. } 7 \text{ in.}}$ In the first division there is a remainder of 6. Almost invariably children add this to 3 without reducing the 6 yards to feet.

Drawing to scale

This will be developed in a way similar to that of problems on the bird house given under Division of Fractions. Home garden plans should be made as in the fifth year.

1. Using the scale $\frac{1}{2}"=1'$ draw plan for a garden 20 feet long and 12 feet wide.
2. Two rows of beets run lengthwise, 1 foot apart. Indicate the rows in your plan.
3. Two rows of beans should be indicated next with 18 inches between rows.
4. Show a two-foot path next to the beans.
5. Tomato plants are set out on the other side of the path, $3\frac{1}{2}$ feet between rows. How many rows of tomatoes can you have?
6. The tomato plants are placed 3 feet apart in a row. How many plants are needed in all?

Graphs

Continue the use of graphs given in the fourth and fifth year courses. Occasional timed exercises on the fundamentals give results which lend themselves easily to graph pictures. There are many uses of the graph such as weather records and class grades which involve valuable computations.

Tests**Informal tests**

See same topic in fourth year course. *The Clapp Drill Book* for sixth year will be helpful in making known individual pupil needs for this grade.

Standard tests

Standard tests are needed to determine the place of emphasis in the review work and whether or not children are sufficiently prepared to be promoted to seventh grade. For list of tests, see General Suggestions at beginning of arithmetic course.

Review of year's work

This should be done by concrete applications in series of problems composed by teachers and brighter pupils tho the entire class should gather the data. The following problems by Nellie Snider, a student in Montana State Normal College, will suggest the kind of problems that may be made from local and state data. The prices are not applicable to present conditions. Present day prices should be substituted.

New words to be explained: transit, output, capacity, storage, quoted, net, gain, section. See new terms under Introduction of Textbook in course for third and fourth years.

1. A man owning a section of land, planted the S. W. $\frac{1}{4}$ in wheat. The average yield was 29 bushels per acre. What was the value of the entire crop at \$1.97 per bushel?

2. The above mentioned crop is hauled directly to the cars which have a capacity of 100,000 lbs. each. How many cars will be required?

3. How many days did it take for threshing if the machine threshed 800 bushels per day?

4. How many sections of land in a 25,000 acre wheat farm?

5. In 1904, in Montana, wheat was planted on 108,608 acres of land. In 1914, on 910,000 acres. Find the increase.

6. In Minneapolis, the combined flour mills on both sides of the Mississippi have a *capacity* of 5000 barrels every twenty-four hours. On July 11, 1917, the drop in price was \$1.25 per bbl. Find the drop in total price of one day's *output*.

7. What would storage on 4,640 bu. of wheat at Minneapolis elevator amount to at three-quarters of a cent per bushel while in *transit* to New York?

8. If the price per bu. in problem 7 was increased 39c during *storage*, what would be the *net gain* on the 4,640 bu?

9. The 15 yr. average wheat production for Montana was 25.4 bushels or \$18.75 value per acre. The estimate made by the State Commissioner of Agriculture and Publicity for 1917 is 40,000,000 bushels, having a value of \$60,000,000. Compare these values per bushel.

10. Wheat is shipped from Dillon to Minneapolis at a shipping rate of 49c per hundred pounds. What would wheat be worth to the shipper if *quoted* at \$3.89 per 100?

STANDARDS FOR PROMOTION

1. All standards given for previous years.
2. Much greater ability in interpreting problems than previous years, especially two step problems.
3. A habit of correctly reducing fractions to higher and lower terms when needed.
4. Facility in reducing improper fractions to mixed numbers and mixed numbers to improper fractions.
5. Facility in adding, subtracting, multiplying, and dividing fractions.
6. An understanding and free use of the terms: numerator, denominator, common denominator, proper fraction, improper fraction.
7. Ability to find the area and perimeter of rectangles, parallelograms, and triangles.
8. Absolute accuracy in the application of the tables of dry measure, liquid measure, weight, time, linear, square, and cubic measure.
9. Facility in reduction ascending and descending in the tables learned.
10. A marked improvement over last year in ability to draw to a scale.
11. Up to grade as shown by standard test.

SEVENTH YEAR

(In schools of five or more grades the seventh and eighth year pupils will be combined using the seventh year outline even years, 1926-27, 1928-29, etc.)

SUBJECT MATTER AND METHOD

Standard tests—graphs

See same topic in General Suggestions for third and fourth year arithmetic. Graphs may be reviewed by keeping scores received in tests in that form. See fourth year course for method of teaching graphs.

Review previous year's work

1. Reducing fractions to higher and lower terms
2. Reducing improper fractions to mixed numbers and reverse
3. Adding, subtracting, multiplying, dividing fractions
4. Terms used in fractions
5. Perimeters and areas of rectangles, parallelograms, triangles
6. Application of tables studied previous years
7. Reduction ascending and descending in above tables
8. Long division

Fundamental operations

Review frequently the four fundamental operations with whole numbers in order to hold the habits of accuracy and speed which were formed during previous years. *The Clapp Drill Book* for seventh year will be very helpful in discovering children's number weaknesses and providing necessary practice.

Decimals

As much of the work of the seventh year is based on decimals a thoro review is essential of United States money, decimal in the quotient in long division, averages with a decimal in the answer. So far there are practically no other uses for decimals. The emphasis on United States money can hardly be overworked as it has been found in surveys that 95% of all problems done by adults are in buying and selling.

In standard tests in the fundamentals it has been found that the omission of the decimal point is one of the most common mistakes. The majority of children even in the eighth grade fail on an example similar to the following:

$$.005 \overline{)68176}$$

Common fractions

In this year's work there will be new uses for fractions which make it necessary for children to start with a good foundation. Re-read the course of study for the sixth year. *Re-learn* as well as review, if necessary. Keep the fractional work rational. There is no reason for taking difficult fractions that few people have occasion to use, even tho the children are able to do difficult ones.

Examples similar to the following in standard tests reveal the weaknesses of even eighth grade pupils:

Subtract	Multiply	$\frac{1}{6} + \frac{1}{6} =$	$16.5 \div 1\frac{2}{3} =$
$15\frac{2}{3}$	24	$2\frac{1}{4} \times 3\frac{1}{2} =$	
$4\frac{5}{6}$	$2\frac{7}{8}$	$3\frac{5}{6} - 1\frac{1}{3} =$	

Interpretation of problems—silent reading lessons

See these topics in the course of study for the third, fourth, fifth, and sixth years. There should be a few problems without numbers in connection with each new topic studied.

Percentage

See this topic in the course of study for the sixth year.

Per cents and fractional equivalents

Review topic as found in fifth year course of study.

Finding per cent of numbers

Much practice should be given in this. Use per cents containing decimals (3.5%). This is one new and important use of decimals. In finding per cents of numbers state the per cent the simplest way. Give plenty of drill in stating per cents as fractions. See fifth year course of study.

To find per cent one number is of another

Children have learned in the sixth year to find what part one number is of another. The per cent one number is of another is the same thing with the answer expressed differently. Do not teach this as a new topic.

Household economics

Correlate with hygiene. Thomas, *Farm Arithmetic*, pp. 204-212 and books recommended in the Hygiene outline under Warm Lunch. Problems in finding the amount of protein, carbohydrates, etc., of common foods from the tables in the books recommended, will give a practical and varied use of per cents, most of which contain a decimal.

1. Find the number of calories required for a seventh year boy; seventh year girl; first year pupil; father; mother.
2. Make out menus for three meals to produce the required number of calories.
3. Find the cost at local prices of a balanced breakfast; lunch; dinner; a church or other public dinner.

Bank accounts

Nearly every school raises money by entertainments, prize awards at fairs, and basket socials. The teacher should make arrangements with some county bank to have this money deposited by a pupil who acts as school treasurer and draws checks in paying bills. In this way children learn what a pass book is, how to make out deposit slips, how accounts are balanced, how to draw and indorse a check, how to keep stubs in a check book. The school treasurer should be elected by the pupils and all business that he has to transact in depositing money and paying bills should also be done as a class exercise. The class should visit a bank with the teacher.

Motivation

The teacher should have all bills for magazines, pictures, or other supplies, ordered sent to the treasurer. If the school has articles for sale the teacher should request the purchaser to make payments by check so that the treasurer, and thru him the school, will have the experience of indorsing checks. Prize money received from the fair association may be paid by check for the same reason. If all or part of the money raised is not to be used for six months or more, it should be put on interest, thus giving children an additional experience. The school should be well supplied with deposit slips, bank checks, and a pass book.

Practice

If arrangements cannot be made to open an account in a bank, the next best thing is to play "bank" and go thru the process mentioned. Study the following:

1. How to fill out a deposit slip; make out a check; indorse a check (1) in full and (2) in blank; fill out a stub. Follow the course of a check from the maker back to the maker. Advantage of paying bills by check.
2. How to send money by draft; how to telegraph or cable money.
3. Two functions of the bank: (1) receiving and (2) loaning money. Using rate of interest for each. National banks, state banks, postal savings banks, savings departments in banks.

4. Find simple interest on money loaned individuals. Difference between simple interest and compound interest. Usual custom of compounding interest semi-annually or quarterly. Find compound interest on small deposits (\$10 to \$100). Compound interest tables used in banks. Have children secure these forms and tables from a bank. In finding simple interest use only one method—the most common method. Pay little attention to the problems in indirect interest, i. e., to find time, rate, or principal when the other three terms are given. It is very seldom that one has occasion to find any term but the interest.

Borrowing and lending money

1. Borrowing from individuals. Promissory note; indorsement of a negotiable note; negotiable and non-negotiable notes; demand notes; interest-bearing notes.

2. Partial payments—the total number of payments not to exceed three with payments at convenient intervals of three, six, or twelve months. Use U. S. rules *only*.

3. Mortgages; how different from promissory note; deed; first mortgage; second mortgage; recording of mortgages; how mortgages are sold; foreclosures; mortgages taken by banks and individuals.

4. Borrowing from a bank; form of a bank note; bank discount; proceeds. Compute bank discount using method common in local banks.

Applications of percentage

Commercial Discounts

Auction hand bills, posters, and newspaper advertisements of special sales should be used fully as much as the textbooks. Commercial discount is one of the principal applications of percentage, so a great deal of practice should be given in finding discounts or amounts saved or per cent of discount in buying at sales or auctions, buying in quantities, or paying cash.

Meaning of list price and net price. Study book, implement, automobile, furniture, and other catalogs to find the discounts from list prices. Give children advertisements from newspapers to find the rate of discount or to find the sale price. For example:

All wool, silk lined broadcloth coats in black and green. Former price \$80.00. Special price \$45.00.

Children's cheviot and velour coats in all sizes. Former price \$18.00-\$25.00. Special price \$15.00.

or

10% discount on all linens.

Handkerchief linens, 36 inches wide, marked price \$1.00.

Heavy round-thread linen, 36 inches wide, marked price \$0.95.

Ecreu round-thread linen, extra heavy, 20 inches wide, \$0.80.

Extra wide Italian linen, ivory and white, 44 inches wide, \$1.50.

Study double or successive discounts given by wholesale companies.

Commission

Get data from the local community and adapt the problems in the book to the local conditions. Are farmers paying commission agents for storing or selling wool, wheat, hay, etc.? Advantages of co-operative associations (co-operative elevators, creameries, etc.) Why has the commission agent or middleman often gained an unenviable reputation? Need of agents (co-operative or otherwise) to market farmers' products. Wholesale houses in the community.

Life insurance as a protection and investment

Borrow personal insurance policies and receipts for premiums from patrons for use in school. Get advertisements of a few reliable companies. From this material make problems that are concrete and personal. Find premiums on term, whole-life and endowment policies. Compare advantages for one who has dependents and one who has not. Compare investment in an endowment policy with the same amount deposited in a savings department of a bank.

Property insurance**1. Fire insurance**

Borrow personal fire insurance policies written upon buildings in your town or neighborhood. Note the different rates in different parts of the city and on different buildings. Rates differ with the types and uses of the buildings as well as their location and the materials of which they are constructed. Compare the rates for one year with those for three or more years.

2. Hail insurance

The State Hail Insurance Department is a mutual arrangement operated by the grain growers of the state at cost under state management. The rates are limited in various districts in accordance with the risk incurred, as near as can be determined by past experience. Payments for total loss are limited to ten dollars on each acre. The maximum rates are shown on the backs of the application blanks. Find the rates for your county. The following examples are suggested:

a. A Montana farmer insured the following grain in Musselshell county in 1923: 103 acres of winter wheat, 75 acres of oats, and 40 acres of corn. The grain was insured at \$10 per acre; the rate is 10% of the amount of insurance per acre. What would be the cost of his insurance

if the maximum rate is collected? What would be the cost of insuring the same grain in Rosebud county where the rate is 9%? In Sheridan county at 8%? In Flathead county at 5%?

b. Suppose the losses for the season were very light, limiting the levy to 7% in the high rate zone, and the board set the following rates: First zone, 70c per acre; second zone, 60c per acre; third zone, 50c per acre, and fourth zone, 35c per acre. What would be the cost in each zone for insuring the following grain: 90 acres winter wheat, 75 acres spring wheat, 55 acres flax, and 35 acres oats? What would be the cost of insurance at \$6 per acre instead of \$10?

c. A farmer insured 95 acres of spring wheat, 55 acres corn, 70 acres of rye and 50 acres of oats at \$10 per acre in Sheridan county. He sustained a severe hail loss on July 4. An adjustment was made at 40% on the spring wheat and corn, 70% on the rye, 50% on the oats. Find the total amount of adjustment. If the premium he owes is subtracted before settlement, what would be the net amount to be paid if the maximum rate of 8% is charged for insurance?

d. A farmer had the following grain insured in the second zone: 35 acres winter wheat, 80 acres spring wheat, 35 acres corn, and 40 acres winter rye. He was insured for \$10 per acre and the maximum rate is 9% or 90c per acre. He had a severe hail storm on the 28th of July and received the following adjustment: 65% on the spring wheat, 50% on the corn. The balance of the grain had been harvested before the storm and on this account would pay for the insurance and receive no adjustment. Find the amount of the adjustment. Find the net amount due the claimant after deducting the premium.

e. The following is a statement of the taxes levied, losses paid, and risks incurred in the counties grouped in the various zones:

	Taxes Levied	Losses Paid	Risks Incurred
First Zone	\$ 61,305.53	\$ 69,816.98	\$ 613,055.30
Second Zone	74,971.40	35,628.97	833,015.55
Third Zone	867.43	673.60	12,391.85
Totals.....	\$137,144.36	\$106,119.55	\$1,458,462.70

Find the loss or gain in each zone. Also the per cent of loss or gain using the amount of taxes levied at 100%. Also find what per cent of all grain insured was destroyed, using the risk incurred as 100%.

Taxes and bonds

See *Montana School Laws*. Items needed in this study:

1. Total assessed valuation of district and county
2. Total bonded indebtedness of district
3. Number of children 6 to 21 in district and in county
4. Per capita apportionment from the county of the general school fund of six mills (These items may be secured from the county superintendent. It would be an excellent lesson in letter writing and language to have one of the pupils write the letter for this information.)

5. How a school district may raise money by bonding; bonds may amount to what per cent of value of taxable property; maximum amount of interest allowed on bonds by law; how often must interest be paid; method of holding a bond election; how bonds are sold; meaning of sinking fund; redemption of bonds; by whom bonds are bought. From county superintendent of schools secure circular of instructions in regard to bonding school districts.

Before using the textbook exercises in taxes, begin the subject by asking the children the following questions and similar ones of your own.

Who pays the salary of the teacher? Where is the money obtained to pay the salary? Who pays the salary of the county superintendent? Where is the money derived from to pay her salary? From what source is the money derived to pay such expenses of a district or a county?

Who pays the taxes? Who places the taxes on one's property? How are taxes placed on property? How is the rate expressed?

Where does your father pay his taxes? To whom does he pay them? What has he to show for taxes paid? Have several children bring from home receipts for taxes for the study of the various purposes for which taxes are levied and the tax rate for each.

Suggestive problems

1. How much will Mr. A's school taxes amount to if his property is assessed for \$1715 and his trustees have levied 9 mills special tax in addition to the 6 mill general levy?

2. The town of X has bonded for \$50,000 for the purpose of erecting a new school building. Their bonds bear 6% interest. What interest must be paid annually by the trustees?

3. The full valuation of the district is \$2,800,000. Could the trustees have bonded for a larger amount for their buildings? What is the legal limit?

4. Since the trustees sold their bonds to the State Land Board, they have the privilege of paying one or more bonds each year. They have bonds of \$5000 each, redeemable in 5 years and payable in 15 years. If they wish to pay one bond each year, how many mills must they add to their special levy in order to raise about that amount the first year?

5. How much will their interest be lessened after they have paid two bonds? After they have paid four? After they have paid six?

6. The town of Y with the same valuation was bonded for the same amount for the same time and rate as the town of X for a building but did not pay off any bonds till the date of maturity. How much interest did they pay in fifteen years till the bonds were due? How much interest did the town of X pay? How much better investment did the town of X make?

7. The town of Y started a sinking fund during the tenth year of its bonded indebtedness. Each year \$5000 was set aside for this purpose. How much money was there idle in the sinking fund at the end of the thirteenth year?

8. Calculate the interest at 6 per cent lost to the district on this sinking fund during the six years it was being accumulated.

9. How much is the town of Y compelled to raise annually for both interest and sinking fund? What levy must be made for that purpose?

10. Mr. B. lives in the town of X. His property is assessed for \$2000. How much will he pay toward the interest and redemption of one bond the first year?

11. A railroad running through X is assessed for \$200,000. What will the extra assessment for the interest and bond to be paid cost the railroad the first year?

12. The railroad pays what per cent of the whole of the school taxes of this district?

13. The levy needed for the support of the school in addition to the regular county apportionment is 7 mills. What are Mr. B's taxes for this purpose? The railroad's taxes for the same purpose?

14. The county apportionment is \$17.70 per child of school age in the county. There are 715 children of school age in the district. What is the total county apportionment for the district?

15. Have each child find the total amount of his father's assessable property and compute the amount he paid this year for the interest and sinking fund for school taxes.

(Note: Teachers should make other problems basing them upon the actual valuation and assessments of the school district in which they are teaching. Such problems are important. They often show local needs.)

Stock companies

1. *Nature of a corporation*

For the purpose of increasing capital and making larger business possible, individuals often combine their funds. Such business associations bear several names, depending largely upon their powers and liabilities of the individuals composing the company. They may be partnerships, corporations, joint stock companies, or co-operative associations. For definition of capital stock, stock certificates, dividends, par value and market value, see Stone-Millis, *Advanced Arithmetic*, p. 237.

The following explanation of the nature of a corporation is taken from Wentworth-Smith, *Essentials of Arithmetic, Advanced Book*.

"Some boys in the eighth grade are organizing a baseball club. There are fourteen boys and they pay \$100 for uniforms and \$12 for balls and bats. If each of the boys contributes $\frac{1}{14}$ of \$112, he will contribute \$8, and if they make some money from the tickets to the games, each boy will have $\frac{1}{14}$ of the profits after the expenses are paid.

But some of the boys cannot afford to contribute as much as others, so they divide the \$112 in 224 shares of 50c each, and sell to each member as many shares as he cares to buy.

James is one of the chief promoters of the club, and he takes 40 shares, thus making his payment \$20. Fred takes 20 shares, and the others take various amounts.

The first three games draw large crowds, and the gate receipts are heavy. The boys divide the profits according to the number of shares they hold. Fred tries to buy some of the shares that James owns, so as to get more of the profits, but James will not sell for less than 60c a share. He says his stock is now above par.

The boys really formed a *corporation*. The *capital* was \$112. There were 224 *shares of stock*, the *par value* of each being 50c. The profits they divided were *dividends*, and these dividends were so high that the stock went *above par*.

In practical life, men form corporations in this way, only they play the game of business instead of the game of baseball.

a. Some boys organize a tennis club. They put in \$150, and issue shares of 50c each. How many shares are there?

b. If William buys 30 shares, how much does he pay?

c. If Frank buys 30 shares, how much does he pay?

2. *Co-operative associations in Montana*

As co-operative associations are common in many rural sections of Montana the following information regarding their organization and management will be of practical value in many communities.

a. *Business co-operatives*

Montana has a co-operative association law, under which more than one hundred co-operative elevators, about forty stores, and twenty creameries are organized. This law provides that three men, acting as commissioners, sign a set of incorporation papers setting forth the name of the association, amount of the capital stock, denomination of the shares, term of years for which the company wishes to incorporate, the location, place of business, the number of directors, and the general purposes for which the association is organized. The general purposes should include every form of business in which it is at all probable that the company may see fit to engage during the period of incorporation.

This is sent to the Secretary of State, accompanied by a fee of five dollars. If the papers are regular in every respect the Secretary issues a license to sell stock. When ten or more shares have been subscribed, the commissioners may call a stockholders' meeting by giving at least ten days' written notice. At this meet-

ing a board of directors should be elected; should adopt by-laws. A report of this meeting is sent to the Secretary of State, together with another fee of five dollars. If everything is regular, a charter is issued, which is recorded with the County Clerk of the county in which the place of business is located.

The advantages of incorporating as a co-operative association, rather than as a joint stock company, are several, from the standpoint of the small investors, viz:

The shares of stock may be classified: for example, First Class, \$50.00; Second Class, \$100.00; Third Class, \$300.00; Fourth Class, \$500.00, etc., provided no share can be greater than \$5,000.00. There is no limit fixed by law on the number of classes of shares.

The stock may draw not to exceed 8% interest. No person may own more than one share, so each stockholder has but one vote.

The dividends, after the interest on the capital stock has been paid, may be divided in proportion to the patronage of each stockholder. For example, at the end of the fiscal year, many of the co-operative elevators pay the stockholders from 2c to 11c a bushel patronage dividends on all the grain sold to the elevator by each member. In addition the law provides that a dividend may be paid to non-stockholders on half as much as to the stockholders, provided it shall apply on a share of stock.

b. Agricultural co-operatives

In addition to the original law governing incorporation of co-operative associations described above, Montana has two important laws relating to co-operatives; one providing for the formation of co-operative agricultural companies or districts the capital stock of which is derived from sale of bonds secured by liens on lands of the association members voluntarily given by the members as a basis for credit, up to five per cent of their assessed valuation; and a second law providing for co-operative agricultural associations with or without capital stock, having power to write and enforce marketing contracts with its members for the exclusive marketing of their product upon the so-called "pooling" plan.

Under the land bonding law, owners of land worth in the aggregate not less than \$75,000 may incorporate as a co-operative company, each member agreeing that mortgage and bonded indebtedness of the company shall be a first lien against his land to the extent of five per cent of its value.

Five or more persons engaged in agricultural production may form a co-operative, non-profit association, either with or without capital stock, under the contract marketing co-operative association law. Membership is limited to agricultural producers. Directors shall number not less than five. No member or stockholder has more than one vote. The association markets the produce of its members, holds out the portion necessary to meet overhead and marketing costs, and returns the remainder. The Montana Wheat Growers' association and numerous associations of potato growers, milk producers, and other agricultural groups are using this law for their organization.

3. *Suggestive problems*

a. A cooperative creamery is organized by five men with a capital of \$6000. A contributes \$1250; B, \$250; C, \$500; D, \$1,000; and E, \$3,000. At the end of their first year they find that they have accumulated a dividend of \$400. Distribute this amount to the five stockholders. Have they received good interest on the money invested? What rate?

b. The second year they declare a dividend of 8%. What did each receive?

c. The third year they earned \$900 and decided to add one-half of it to their capital by the improvement of their machinery and equipment. The remainder was divided among the stockholders. What did each receive?

d. This is a co-operative company. When voting on the question of increasing the capital of this company did E have any more votes upon the question than B?

e. What is the difference in regard to the number of votes of stockholders in a co-operative association and in a corporation or joint stock company? How many votes would E have as compared with B in a corporation?

What is the nearest stock company to your community? Study its organization and methods. Make problems based upon real or imaginary transactions of this company.

Miscellaneous applications of percentage

1. Cost of and profits on crops. The following, made out several years ago by William Rollwitz, a student in the State Normal College, are suggestive. Present prices should be substituted for those given below:

a. A man bought 480 acres of land at \$40 per acre. How much money must he make per year in order to get 5% on his investment?

b. How much will the seed wheat cost him for 300 acres of this land if he sows $1\frac{1}{2}$ bushels per acre and seed wheat is worth \$1.50 per bushel?

c. What will be his total yield if 100 acres of the best land yields 40 bushels per acre and the rest, which is poorer land, yields 20 bushels per acre?

d. What will be his net income from this crop if he has expenses as follows: threshing, 10c per bushel; hauling, 10c per bushel; cost of seed wheat, \$1.50 per bushel; and \$400 of incidental expenses, and receives \$1.40 per bushel for his wheat?

e. What per cent of the first investment is his income, if he counts his work worth \$100 per month for six months?

f. He hires the plowing of these 300 acres done for fall sowing. What will it cost him at \$3.20 per acre?

g. What will be the cost of fencing this field with barbed wire? He uses 50 spools of wire averaging 90 lbs. per spool and costing $8\frac{1}{2}$ cents per pound, and he uses 960 cedar posts which he buys at 25c each.

h. The next year he seeds 200 acres to alfalfa. He sows 20 lbs. of alfalfa seed per acre and alfalfa seed costs \$22 per 100 lbs. He also spends \$200 for new ditches. What is the total cost of alfalfa seeding?

i. The next year he sows the remaining 100 acres to oats. He raises 70 bu. per acre and it costs him 15c per bushel to thresh and market the oats, and he cuts 200 tons of alfalfa hay which he sells in the stack at \$10 per ton. His own time is worth \$100 per month and he hires 2 men at \$45 per month. Counting wages for twelve months and deducting \$600 for incidental expenses, what does he make this year?

j. The other 180 acres of the farm are for pasture. What is the average value per acre of his farm now if he values alfalfa land at \$65 per acre, grain land at \$40 per acre and pasture land at \$20 per acre?

2. Depreciation of machinery. Thomas, *Rural Arithmetic*, pp. 60-62

3. Labor Problems. Thomas, *Rural Arithmetic*, pp. 51-54

4. Farm Animals. Thomas, *Rural Arithmetic*, pp. 100-108

Standard tests

See suggestions at the end of the fourth year course. Standard tests are needed to determine the place of emphasis in the review work and whether or not children are sufficiently prepared to be promoted to eighth grade.

Review

Sufficient time should be reserved at the close of the year for a complete review of the year's work.

STANDARDS FOR PROMOTION

1. All standards given for preceding years.
2. Ability to interpret problems as shown by silent reading tests based on arithmetic problems.

3. Facility in finding per cents of numbers and in finding the per cent one number is of another.
4. An intelligent application of and accuracy in problems in
 - a. Banking, simple and compound interest.
 - b. Borrowing and loaning money, different kinds of promissory notes, U. S. rule in partial payments, mortgages, bank discount.
 - c. Commercial discount.
 - d. Commission.
 - e. Insurance—life, fire, and hail insurance.
 - f. Taxes—practical applications to fit Montana conditions.
 - g. Bonding—especially school district bonds. (This is very important. Eighth grade examinations indicate that this subject is neglected in many schools.)
 - h. Stock companies—joint stock companies, co-operative associations.
5. A habit of checking all work.
6. Up to grade as shown by standard tests.

EIGHTH YEAR

(To be taken odd years, 1925-26, 1927-28, by both seventh and eighth grade pupils in schools of five grades or more.)

SUBJECT MATTER AND METHOD

Standard tests

See suggestions under this topic at the beginning and at the end of the fourth year course. Graphs may be reviewed by keeping the scores received in standard tests in the form given in the fourth grade outline. It is very desirable that standard reasoning tests in arithmetic as well as tests in the fundamentals be used.

Review previous year's work

1. Decimal and common fractions
2. Interpretation of problems and silent reading lessons based on arithmetic
3. Finding per cents of numbers and the per cent one number is of another
4. Banking—simple and compound interest
5. Borrowing and loaning money—promissory notes, partial payments, mortgages, bank discount, etc.
6. Commercial discount
7. Insurance—life, fire, hail
8. Commission
9. Taxes—practical application
10. Bonding—school district bonds
11. Stock companies—joint and co-operative

Give frequent short, snappy drills in the fundamental operations with whole numbers and with fractions, both common and decimal. *The Clapp Drill Book in Arithmetic* for eighth year is helpful here.

Practical problems

The following farm and home problems were collected in 1920-21 from a few of the most progressive rural schools of the state. They were made by children and based on home and community needs. These problems should suggest others that children in upper grades might compose. In using the following problems prices should be changed to those of the present:

1. It takes $2\frac{1}{2}$ yards to make a blouse for a boy. I want to make 2 blouses of percale. I can buy it at 35c a yard, but I can also buy a remnant of 5 yards for \$1.65. Which is the cheaper, and how much?

2. We own 5 sheep, each of which yielded 12 lbs. of wool last year. Mother used the wool for making quilts, using 3 lbs. for each quilt, after it was cleaned. She sent it away to be cleaned and made into batts which

cost 20c per lb. The loss in cleaning was 15 lbs. How many quilts did she have and how much did it cost to have the wool cleaned and made into batts? What did it cost for material to cover the quilts at 99c for 5 yards, if it took 10 yards for a quilt?

3. The girls of our Garment Club bought a yard of linen for \$1.45. It made 9 handkerchiefs. It took 2 spools, costing 8c each, to crochet an edge around 3 handkerchiefs. Find the cost of a handkerchief.

4. Marion had the following cake recipe: 1 cup sugar, 1 cup cream, 1 tsp. extract, $1\frac{1}{2}$ cups flour, 1 tsp. baking powder, $\frac{1}{4}$ tsp. salt, 2 eggs. This was enough for 18 small cakes, but she wanted 24. Write the recipe as she used it.

5. We can plow $7\frac{3}{4}$ acres per day with our Fordson tractor. How many acres can we plow in 12 days? If this tractor uses 10 gallons of kerosene per day, valued at 25c per gallon, what is the cost of oil per acre?

6. I bought 4 ewes for \$20 and gave papa the wool and my help for the feed for them. After keeping them a year I sold their four lambs for $12\frac{1}{2}$ c per lb. They weighed 60 lbs., 64 lbs., 56 lbs. and 67 lbs. How much did I make?

7. A farmer has 40 acres of land in alfalfa. He cut the first crop for hay, getting 30 tons. He hired two men for 5 days, at \$3 per day. The hay sold for \$10 per ton. How much did he make?

The second crop was saved for seed, as it was a dry year. He got 6450 lbs. of seed. How many bu. did he get? What was the average yield per acre?

The farmer hauled his seed to Glasgow. It cost him $\frac{1}{2}$ c per lb. to clean and store it for 30 days. It was then shipped to New York, and sold for 30c per lb. How much did the farmer make?

8. On August 24th, 1919, a man bought a header for \$275 paying \$50 cash and giving his note for 2 years at 10% for the balance. How much could he have saved by paying all cash, if \$25 had been allowed for cash?

9. One year a man spent \$26 for tobacco. How much sugar could he have bought with this, if sugar was worth 11 cents a lb.? There were 10 persons in this man's family. How much sugar could he have bought for each with the tobacco money?

10. A cream can is 12 in. in diameter and $2\frac{1}{2}$ ft. high. How many gallons does it contain?

11. One of our cows gives 24 lbs. of milk a day which tests 3.5% butter fat; another gives 21 lbs. which tests 4.8%. Which is most profitable and how much, when butter fat is worth 35c a lb.?

12. Fanny lives on the S. W. $\frac{1}{4}$ of Sec. 15 and I live on the N. E. $\frac{1}{4}$ of Sec. 35. Draw a township locating the exact places where we live.

13. A farmer insures his house and its contents valued at \$6000 for 75% of its real value. He can get a policy for one year at $1\frac{1}{4}$ % or he can get a three-year policy at $2\frac{1}{2}$ %. Which is the better proposition and how much?

14. Make a graph showing record of egg production for one week: Sunday, 12 eggs; Monday, 10; Tuesday, 8; Wednesday, 11; Thursday, 13; Friday, 10; Saturday, 9.

Common business forms

See Thomas, *Rural Arithmetic*, pp. 109-121, 213, 214.

Records

See club bulletins for models. Egg records, daily and monthly. The daily egg record sheet should be made by the children to post in the poultry house, the number of eggs gathered each day being recorded at the time. The monthly egg record should include a record of eggs gathered, number sold with prices, expenses and gain. The following may be used as a model:

EGG RECORD

Month	Eggs Yielded	Sold	Received	Expenses	Gain
Jan.	12 doz.	5 doz. @ \$0.55 4 doz @ .52	\$2.75 2.08	? ?	? ?
Feb.					

Accounts

Personal, household, crop, and labor accounts. Teach value of keeping accounts, what an account includes, technique of heading, ruling, abbreviating, capitalizing, etc. *Accuracy in balancing should receive much emphasis.* The following is an accepted form. Note how the account is balanced.

HOUSEHOLD ACCOUNT

Date	Items	(Dr.) Receipts	(Cr.) Expendi- tures
Jan. 1	To Bal. on hand last month	\$12.50	\$
Jan. 3	By postage stamps		.30
Jan. 7	By Church		1.00
Jan. 10	By Cloth for dress for May		3.75
	By Pattern for dress for May		.15
Jan. 18	By 1 doz. Oranges		.40
	By 6 boxes Cereals		.75
	To 5 doz. Eggs	2.50	
Jan. 25	By 2 pairs Rubbers		1.50
Jan. 31	Balance on hand		7.15
		<hr/>	<hr/>
		\$15.00	\$15.00
Feb. 1	By Bal. of cash on hand	7.15	

Encourage girls to keep household accounts for the mother and boys to keep crop or other farm accounts for the father. See Thomas, *Rural Arithmetic*, pp. 109-121. For other forms of household accounts see Thomas, *Rural Arithmetic*, p. 213. How balance such an account? How balance crop accounts?

Inventories

Take an inventory of the school, the farm, the home.

See Thomas, *Rural Arithmetic*, pp. 109, 115-119. Many implement and seed companies, banks, and other business firms give farm inventories and account books away as advertisements. If possible secure enuf of these for the class. As farm and household bookkeeping is one of the most important subjects of the eighth year, it would be well to spend two or three weeks on this subject.

Budgets

A budget is an income or sum of money proportioned in advance. It is "spending on paper" before the money actually passes thru the hands. In this day when the world is urging economy it is necessary to plan expenditures in advance. Budgets are usually divided under the following heads:

1. Shelter: rent, repairs, insurance, taxes on property.
2. Food: all groceries and meats not raised at home, meals taken away from home.
3. Clothing: all materials and articles of clothing, mending supplies, dressmaking or tailoring, clothing repairs.
4. Operating expenses: service, laundry, light, heat, telephone, house furnishings.
5. Savings: payment on property, endowment or life insurance, bonds, savings account.
6. Benefactions: church, charity.
7. Advancement: books and periodicals, education, music lessons and musical instruments, lodge or club dues.
8. Miscellaneous: gifts, health (physician, dentist, medicine), vacations, travel, amusements, luxuries that are not advancements.

1. *Household budgets*

The household account book should be the basis of the budget. Itemize under each heading the expenses as estimated, getting data from patrons of the school. The following budget is the work of Marguerite Kirk, a student in the 1917 summer school of the State College of Montana. This is only suggestive. It should be made to fit the conditions of the community.

BUDGET

Family of five living in the country on an income of \$900.00.

Food		
Groceries	\$225.00	
Meat	25.00	
		\$250.00
Clothing		
Mrs. L.	55.00	
Mr. L.	40.00	
John L., age 7 yr.	20.00	
Mary L., age 9 yr.	25.00	
Baby L., age 18 mo.	10.00	
		150.00
Insurance and Taxes		
Insurance on property	25.00	
Taxes	50.00	
		75.00
Recreation		
Travel	25.00	
Theater	5.00	
		30.00
Shelter		
Repairs for house and barn.....		35.00
Fuel		
Wood	15.00	
Coal	40.00	
		55.00
Benefactions		
Charities		25.00
Higher Life		
Entertaining	10.00	
Books	5.00	
Education	25.00	
Magazines	10.00	
		50.00
Incidentals		
Christmas presents	15.00	
Doctor and dentist bills	25.00	
Ford car expenses during summer months.....	50.00	
		\$ 90.00
Savings		115.00
		\$900.00

Explanation of Budget. I am presupposing in this Budget that the family L. live in the country in a five room house. The allowance for groceries does not include vegetables, small fruits, pork, chicken, or milk products, all of which are raised on the farm. Mrs. L. makes her clothes and those of the children. She buys one good suit a year for \$25.00 when prices are reduced. She makes over her old suits into warm school dresses for her daughter. Mr. L. buys his wood standing and cuts and hauls it himself. He puts up his own ice. The children's textbooks are furnished by the state, so the allowance for books is not meant to include textbooks. The allowance for education is used chiefly by Mr. and Mrs. L. when they attend Farmers' Week at the Montana State College.

2. *School district budgets*

School district budgets are now quite generally made out by the school trustees in all parts of Montana. Children should know about the purposes for which school funds are used and be trained to estimate the approximate amount needed for each of several items on a full budget. Secure from the county superintendent of schools a school district budget form. Use as a class exercise.

Bills, invoices, receipts

Teacher and pupils should make a collection of all kinds of bills and invoices as models. Study the form: heading, ruling, capitalization, etc. Why should people know how to make out bills on blank paper? How receipt a bill? Write a receipt for a tenant, school janitor, dressmaker, chauffeur. Difference between bill and invoice. Importance of reading a paper carefully before signing it. What is a bill of lading? Who is the consignor? The consignee? Get a copy of a bill of lading from the nearest freight house. If the school earns money by means of entertainments, manipulate the business side so that children will have as many actual experiences as possible. If anything is sold, have children make out the bills to trusted customers and, after the bills have been paid, have the school treasurer, elected by the class, receipt them.

Parcel post, money orders

See Thomas, *Rural Arithmetic*, pp. 34-37. Find cost of marketing eggs, vegetables, small fruit, poultry, in nearest town; in other parts of Montana. Compare express and parcel post rates from the district to different parts of the country. Secure money order blanks and teach children how to make them out.

Ratio and proportion

See Thomas, *Rural Arithmetic*, pp. 68-99. Only the simplest work should be given. Omit terms antecedent and consequent, means and extremes. Little time should be spent on proportion. Children should have learned in the fifth and sixth years to solve the same type of problems by comparison, which is as easy as proportion. There is a question whether it is worth while to break the habit established in order to teach a new method which is only slightly easier, if any, than that of comparison. Very few people use proportion after they leave school. In an Iowa survey of 13,800 problems reported by adults of many professions and trades, only 77 were in proportion and 76 of the 77 were from one town. For information teach the meaning of the following: Nutritive ratio of the dairy ration is 1 : 6; proportion of materials in mixing concrete is 1 : 2 : 4. See Thomas, *Rural Arithmetic*, pp. 94, 208.

However in a recent survey in Wisconsin it was found that one-tenth of all the errors of children in problem work were errors in problems involving quantitative relations. It seems, therefore, important that a great deal of drill be given to examples like the following:

If a man receives \$9.20 for 8 hrs. work, how much should he get for $5\frac{1}{2}$ hrs. work?

Square root

Children have occasion to use square root in finding the length of one side of a square field when the area is known, in finding the height of trees from shadows cast, in finding diagonal of square fields, in finding the dimensions of a silo to hold a given amount of silage, and in finding lengths of rafters when widths of gable and pitch of roof are given. When children learned the multiplication tables they learned the square of numbers thru 12 and the square root of perfect squares thru 144. These should be reviewed and the squares of 20, 30, 40, etc., learned as well as the square root of their answers (400, 900, 1600, etc.). In finding the square root of imperfect squares, carry the answer to two decimal places only. It is not worth while to explain the process, the explanation being more complex than the process itself. Teach the square on the hypotenuse, not as a new subject, but as one of the applications of square root, approaching the

subject by means of drawings in finding the length of a diagonal across a square field. The following problems suggest practical applications of square root:

1. What must be the diameter of a tile drain so that it will have a cross section area of 6 square inches?
2. What length rafter will be required for a $\frac{1}{3}$ pitch roof on a house having a run of 9 ft.?
3. What length rafter will be required for the lower hip of a barn where the run is 8 ft. and the rise 10 ft. allowing for a 12-inch lookout?
4. A barn is 28 ft. wide and 24 ft. in height. What length timbers are required to cross brace it?
5. What length board for diagonal brace on a gate 12 ft. long by 5 ft. in height?

Graphs

Study graphs in Tarr and McMurry, *Elementary Geography, Book Two*, pp. 400-412.

Review the simple types of graphs given in the fourth year course of study. Graphs are commonly used in agricultural bulletins, farm journals, and textbooks to record statistical data. Children should make a collection of graphs and interpret them. Apply their knowledge of graph making in recording the chest measurements in hygiene, the distances or time made in relay races and other playground sports, the spelling record of individual pupils for one month, the record of both individuals and classes of the last standard test in arithmetic, the amount of wheat, or other crop, raised by different farmers in the community, and egg records for a given time. Squared paper may be used for this. The following suggests one form of graph that may be used. Teachers and pupils should originate or adapt other forms.

Average Term of Occupancy of a Farmer

4.5 years for tenants

14.9 years for owners

Mensuration

1. Review rectangles, parallelograms, triangles, cubes. See course of study for sixth year. Apply these problems to new situations—finding the capacity and dimensions of, or number of bushels in bins, cornercribs, wagon box and freight cars.

2. Measuring hay in ricks and stacks. Measuring actual stacks in the community. Compare the amount estimated by pupils with the amount estimated by the owner. Estimate amounts in (a) round and

(b) rectangular stacks. Estimate amounts in stacks of (a) timothy and (b) alfalfa hay. In connection with the measuring of haystacks study the amount of hay needed and the cost of feeding horses and cattle. (Thomas, *Rural Arithmetic*, pp. 80-84.)

3. Silo, cylindrical tanks, etc. Principles of the silo, kinds of silage, advantages, kinds of feed made into silage. See Thomas, *Rural Arithmetic*, p. 84. Find capacity of silos. This is the first use that children probably have had for finding area, circumference and diameter of a circle so this is the place to teach these principles. Dimensions of silos necessary to hold a given amount of silage, filling silos. Dimensions, capacity or cubical contents of cream cans, oil tanks, cisterns, standpipes, trees, barrels, cylindrical collar boxes, etc.

4. Omit pyramids, triangular prisms, spheres, and cones.

Building problems

See Hoyt and Peet, *Everyday Arithmetic, Advanced*, pp. 113-122; Hunt, *Community Arithmetic*, pp. 123-129, 131-155; Thomas, *Rural Arithmetic*, pp. 153-171.

Carpentry

Review board measure and method of writing and figuring bills of lumber. See course of study for sixth year. Consult local carpenters as to their methods of solving building problems and compare with those of a textbook. Methods used by practical people are often much simpler than those found in books and if commonly used are preferable to book methods. It often happens that in consulting several carpenters, it is found that no two use the same method and that answers may vary a good deal. In that case it may be best to use the method in the textbook.

Take advantage of building activities going on in the community. It may be found that some one is building a new house, another is putting on a porch to a house, a third is putting in a cement foundation to a building. The arithmetic for these activities should be done in school.

Vocabulary

Study terms used in buildings: sills, studs, girder, plate, floor joists, rafters, beams, overhang, tongue and grooved boarding, roof pitch, two-by-fours, etc. Take note of these in any building going up in the community. Illustrate by drawings.

House plans

Draw to scale floor plans of model kitchen. Show best arrangement for light, for convenience to dining-room; arrangement of built-in cupboards. Best size for average family. Figure cost

of furnishing kitchen. Draw to scale floor plans of a small house. Show proper lighting, cross ventilation in kitchen and bed-room, best arrangement to save work for housekeeper. Plan bath-room for house. Compute cost.

Building booklet

Make building booklet. Include in this illustrations and problems of work done in school. Show floor plans, front view, kind of roof, etc., of buildings with bill of lumber for same. Show by drawings how weather boarding and shingles are laid, how floor boards fit, how a carpenter cuts rafters. Include in the booklet drawings (to scale) of floor plans for convenient kitchen; a well arranged bungalow. For house plans, see Thomas, *Rural Arithmetic*, p. 157; old numbers of *Ladies' Home Journal*; Hunt, *Community Arithmetic*, pp. 131-155; books of house plans, etc.

Suggestive problems

1. Get out a bill of lumber for a garage or hen house. How many sills needed; size of sills; length for most economical use; show by a sketch how sills are joined at the corners. Number of girders; size, length. Make a drawing to show where laid. Floor joists; studs; plates. Kind of boarding. How estimate amount. Flooring. How estimate amount. Pitch of roof; kind of roofing; length of rafters; make a drawing of the roof. Shingling; how estimate amount needed. Write the bill of lumber for this building. Compute cost at local prices.

2. Find from nearest hardware dealer or carpenter how to estimate the amount of hardware needed. Make out an order for hardware. Find cost.

3. Compute amount of lumber needed to board sides of a hip roof (trapezoid) and ends of the same roof (triangle). Drill on finding area of trapezoid.

4. Collect pictures of simple houses or cottages. Compute amount of lumber needed and cost of a porch added to a house similar to one given in one of the pictures; a gable window.

5. Find from the nearest painter or paint dealer how to estimate amount of paint used for the first coat; second coat; amount of stain for house and roof. Compute the cost of painting the school house (interior; exterior); house in the community.

6. Concrete construction. Cost of laying a cement walk from the school house to the street; formula in mixing cement. Cost of concrete posts around a field in the community. Compute amount of cement and cost of a silo. Compute cost of basement wall of concrete blocks.

Metric system

Not much time should be taken for this subject—just enuf so that children will read intelligently newspaper and magazine articles that make reference to this system. Show them how simple the metric system is and lead them to see how desirable it would be for the United States, Great Britain, and a few other nations, to adopt the system along with most of the European countries, South America, and Mexico. By comparison with our system of measurements, find how far a railroad journey of 75 kilometers from Paris would be; find the size of a 42 centimeter gun; find the weight of a parcel post package weighing a kilogram; etc. The World War and our increased commercial dealings with South America have made these terms rather common.

Travel

See Thomas, *Rural Arithmetic*, pp. 142-152. Use time-tables of the three or four principal railroads of Montana. Plan routes and cost of vacation trips. Read time-tables; when read down, when up; meaning of heavy type; light type. Notice changes in time going from Montana to Seattle; Montana to Chicago. Study reasons for changes in time. Study Standard Time belts. Why are the summer evenings longer in western Montana than eastern Montana, shorter in western Montana than eastern Idaho? Study Longitude and Time for information *only*. Give only a few of the simplest problems.

Standard Tests

See suggestions at the end of fourth year course. Standard tests are needed to determine the place of emphasis in review work and whether or not children are sufficiently prepared to be recommended for high school. It is very desirable that standard tests be given both in fundamental processes and in problem reasoning.

Review

A thoro review of the year's work should be given before the close of the year.

STANDARDS FOR PROMOTION TO HIGH SCHOOL

1. All standards given for sixth and seventh grades.
2. Ability to interpret independently long but practical problems such as those given at the beginning of this year's work.
3. Ability to keep records and accounts and balance the same and make budgets and inventories.
4. Ability to make bills and receipts.
5. Understanding of terms invoice, bill of lading, consignor, consignee.
6. Ability to fill out money order blank.
7. Facility in solving problems involving quantitative relations either by comparison or by ratio and proportion.
8. Ability to solve practical problems in square root.
9. Ability to read and make two or three kinds of graphs.
10. Ability to do practical problems in mensuration.
 - a. Finding capacity and dimensions of corn cribs, wagon boxes, silos, oil tanks, barrels, cream cans, etc.
 - b. Measuring hay in round and rectangular stacks.
11. Ability to apply board measure and rules for areas and dimensions of triangles, rectangles and other figures, in building problems. Understanding of terms used in building: floor joists, sills, rafters, girder, two-by-fours, etc.
12. Drawing simple house plans to scale.
13. Ability to read time-tables.
14. Up to grade as shown by standard tests in fundamentals and in reasoning.

HISTORY

GENERAL SUGGESTIONS

AIMS IN TEACHING HISTORY

To prepare children for intelligent citizenship in our democracy:

1. *By giving them a true knowledge of the vital facts of our national life.*
2. *By training them to think of the larger events and more pressing issues of the day in the light of their historical past.*
3. *By explaining how the world's liberty loving people have advanced to their present freedom.*
4. *By making them eager to contribute their part to the great world movements.*

HISTORICAL VALUES

History is the story of man in his continuous struggle for a larger, freer, and happier life. It deals with the life of a people, and moves forward toward institutional freedom. It aims to awaken interest in past events, to arouse worthy ideals, and to develop a strong moral character devoted to the service of mankind. It fosters that spirit of patriotism which puts right above might, and produces a more unselfish, social individual.

History is of value to the extent that it explains the present and teaches us lessons in the conduct of life. A state, a church, a town, a flag, an immigrant, a holiday, and many things in our racial inheritance are explained by history. To understand public discussion of our national and international problems today we need history. To satisfy our human interest in the achievements of our fathers, whence we came, and what we have inherited from them, we need history. Life is at the basis of all history. A study of the noble worthy deeds of great men and women and the achievements of nations in any age gives lessons of "loyalty and duty to the nation, a desire for service that neither doubts, nor counts the cost, nor asks recognition, a service that means sacrifice."

GENERAL PLAN

Primary history

There seems to be no good reason for separating history from language, geography, and industrial arts for the first few years. There is greater unity of work if those subjects with nature study

are grouped under one head, each one supplementing and reinforcing the others. It has seemed best to include the history for the first four years in the language curriculum for the sake of such unity.

Thru story telling, dramatization, and construction, children are introduced in the first and second years to the fascinating tales of prehistoric peoples and Indian life. In the third and fourth years, in an informal way, they become acquainted with the customs of the Bible peoples, the Egyptians, the crusaders, early explorers and the heroes of early American history.

In the fourth grade a history text book is introduced for the first time. See the fourth grade course of study in history.

Intermediate history

Stories of leaders

The work outlined for the fifth and sixth years is largely biographical in nature. The main facts of history are grouped about the lives of great leaders. The story element is dominant. The reproduction of stories read and heard should feature the work of the class periods. The child should be led to reproduce interesting parts of the story in his own words, before a class audience or, if possible, the whole school. Teach the child how to tell the story so that it may be as interesting and profitable as possible to all the members of the class. The teacher should also train herself in the art of good story telling, for it is largely as we show children how to tell stories that they learn from us.

After the story has been told, skillful questioning will help to bring out all its essential points. Children should not be permitted to memorize the text for story telling. The text and supplementary or library books are to be used as historical readers only. Encourage children in the free expression of their thoughts while telling the story. At the same time it is exceedingly important that children express themselves well. As in language and spelling, so in story telling in history, proper *articulation* must receive constant attention. A story well told, in clear, well formed tones, is received by the class with interest, even if it is lacking in other things.

References:

- Bryant, *How to Tell Stories to Children*, Houghton
Kendall & Stryker, *History in the Elementary School*, Chapters II, III, Houghton

Stories of the people

In teaching history thru story and biography it should always be emphasized that true history is made by the life and labors of the masses; "by the labors, sacrifices and ideals of millions of men, women and children unhonored and unsung in the ordinary books. That is the essence of democracy." (Beard & Bagley, *History of American People*, preface.) If our children are to become patriotic, intelligent citizens and efficient in service to mankind, they must learn the lessons taught by the achievements, traditions, and ideals of the past. Children should be so taught as to receive this important lesson in democracy.

Historical readings

History is rich with material for study. One book out of every ten published in 1913 was history. Historical books should be supplied for children to read extensively and to obtain a rich historical experience.

Upper Grade History

The work in the preceding grades has laid a good foundation for understanding the history of the United States which receives the chief consideration during the seventh and eighth years. The acquaintance which the pupils have made with the great events, with the important characters, and with the motives underlying the founding of our government, forms a rich background for the more intimate study of our nation's history and for a fuller appreciation of American attitudes and ideals.

The seventh year work begins with the earliest explorations and discoveries by the Northmen and carries the study through the First National Period. The year's study includes Montana history of these years. In the eighth year the work is continued from the Second National Period and brings the study up to the present time. Eighth year pupils should be helped to realize that there is no break between their work and that of the seventh year. In order that the continuity may be appreciated, the date lines suggested for the seventh year should be referred to constantly. The study of the history of Montana should also be continued and brought up to date.

METHODS OF TEACHING**Interpretation**

There should always be a true and fair presentation of historical matter. If this is not done, how can we expect adequate

appreciation or just condemnation? History becomes alive when the present day issues are interpreted justly in the light of their historic past.

Relative values

Such a presentation of historical matter emphasizes and impresses the relative importance of topics. They are not all equally important in explaining present issues in our democracy. The dates for settling Virginia and Massachusetts are not so important as the significance attached to the character of the settlers, to the objects of their coming, and to the principle guiding their colonial development.

Problem topics and outlines

There is possibly no better method for study and class work than the topical method so modified as to give rise to problem questions. Children and many teachers will not be able to make a wise selection of topics without study. It requires careful consideration of such questions as:

Is this topic or problem an important one? If so, why? Where can information in regard to it be found? What ideas or headings in gathering data are worth noting? How shall those accepted be stated?

Is there a problem or only a question? "What are the beliefs of the Republican Party about the tariff?" is only a class question. To ask, "Why have the two great political parties in the United States always differed about the tariff?" is a problem.

Pupils should select for reading only such things as help them in finding what is wanted—the leading thought, causes giving rise to situations, ideas and incidents that present real life conditions, the effect or result, and all points of interest which help to make the meaning clear.

The topic may be developed and arranged in the form of an outline by the pupils. Special training in outline making should be given.

The following outline was made in a recitation period to show the causes of the war with Mexico. The children arranged the topics in the order they considered the most logical, one member of the class writing the topics on the board as they were formulated.

***The Story of Texas**

- A. Why the South needed more land
 - 1. What the cotton gin had done
 - 2. Westward expansion
 - 3. The Missouri Compromise line and the slave owners
 - B. How the people felt about slavery
 - 1. The feeling in the South
 - Reasons for slavery
 - 2. The feeling in the North
 - a. Some opposition to slavery
 - b. The Abolitionists
 - C. How Texas became independent
 - 1. Texas a state of Mexico
 - a. The Americans in Texas
 - b. The discontent of the Americans
 - 2. Texas declares her independence (1863)
 - a. Her struggle with Mexico
 - b. What General Sam Houston did
 - 3. Texas becomes an independent state
 - "The Lone Star State"
 - D. How Texas entered the Union
 - 1. Texas applies for admission
 - 2. The struggle between the parties
 - a. Causes of the dispute
 - b. Slavery and the boundary claims of Texas
- Houghton
- 3. How Texas was admitted (1845)
 - a. What Tyler did
 - b. What Polk did
- E. Why Texas caused the war with Mexico
 - 1. What Texas claimed
 - 2. What Mexico claimed
 - 3. How the war came about
 - 4. Was the war just?

†Outline Study of LaSalle on the Mississippi River**LESSON I.**

Introduction: Review questions on Joliet's expedition. The move for France. "Should you like to hear some of the adventures of the man who attempted to explore and take possession of the land (Mississippi basin) for France?"

Problem: To learn of LaSalle in the Mississippi Valley.

*Taken from Kendall & Stryker, *History in the Elementary Schools*,

†Outline adapted from the *Baltimore County Course of Study*

Topic: Early life, reasons for coming to Canada, his plans, his journey.

Assignment: Draw map of Great Lakes, showing LaSalle's journey to Marquette's Mission. Why was LaSalle most anxious to make friends with the Indians? Why was LaSalle anxious to build a boat?

LESSON II.

Problem: To learn of LaSalle's adventure after sending the Griffin off to Niagara.

Topics: LaSalle's trip down lake to St. Joseph river

Waited until December to return to Griffin

Made his way to Illinois river

Sailed down Illinois river to Indian village

Treatment by Indians—at first very kind; later suspicious of LaSalle
Fort Crevecoeur built

Trip to Fort Frontenac for rigging

Supplies secured at Montreal

Assignment: Why was Fort St. Louis named Crevecoeur or Broken Heart? Tell about LaSalle's trip to Montreal for the rigging. Why were the Indians justified in becoming suspicious of LaSalle?

LESSON III.

Problem: To learn if LaSalle reached Crevecoeur with the supplies and if they aided him in reaching the mouth of the Mississippi river

Topics: Return to Fort Crevecoeur and what LaSalle found there

Journey continued down the Mississippi river

Return to Fort Frontenac

Started again for the mouth of the Mississippi river

Reached the mouth of the Arkansas; the Mississippi

Claimed entire Mississippi valley for France

Named the territory Louisiana

Assignment: Tell about LaSalle's journey from Fort Frontenac to the mouth of the Arkansas river. Why should the white people be glad to have the village of Illinois Indians so near them?

LESSON IV.

Problem: To learn if LaSalle succeeded in planting a colony at the mouth of the Mississippi river

Topics: Attempt to plant a colony

Permission granted by the King of France

Attempts to reach the Mississippi by way of the Gulf of Mexico

Passed mouth of river

Colony established on coast of Texas

Second attempt to find mouth of river

LaSalle's death

Work of LaSalle

Assignment: Why is LaSalle's name famous in history? Why was it so much easier for him to pass the mouth of the Mississippi than for ships today?

PICTURE STUDY

Study pictures in historical readers and textbooks. Encourage children in making collections of pictures of past conditions and events. Some of these can be used for the history booklet in fifth and sixth years. Often children bring from home such pictures as may be useful in class work. Other aids in this connection are Perry or Brown pictures, moving pictures of an educational nature, and stereoscope with well selected views to accompany it. Post cards often show valuable historical scenes. Send to historic places such as the Betsy Ross House, Philadelphia for one-cent post cards of historic Philadelphia.

MAPS

Children should acquire the map habit. There should seldom be a history lesson without a wall map, blackboard outline map made by the teacher or pupils, or a pupil's outline desk map. Maps in the text or in geographies should be used during study. Physical maps are helpful in explaining geographical influences, a point which needs to be emphasized. Have pupils make maps using transparent paper for tracing routes, showing states adopting the child labor amendment, engaging in some particular industry, raising a certain crop, etc. This can take the place of outline desk maps, which can easily be purchased for this work.

LOCAL TRADITION AND STORIES

Men and women in the community who have taken part in significant events may be asked to contribute to history by telling their experiences to children at school entertainments on parents' day or at Friday afternoon programs.

MAKING HISTORY REAL

In order that children may best appreciate the past, they must re-create the experiences gained thru reading and talking. The following activities will aid in interpreting the life of the people belonging to the period under consideration and give meaning to events:

1. Collecting materials

Children should be encouraged to collect from current newspapers, magazines and advertising materials, pictures and articles that are helpful in clearing up historical situations that are being considered. In many homes are found household articles and wearing apparel dating back to early periods of our history. Indian relics, too, are available. Many of the parents are glad to loan these to the school for special days and for special displays.

2. Dramatization

Typical or critical incidents in history may be dramatized. Children put themselves into the place of the principal characters. The following incidents are among those that are very worth while for dramatization:

The First Thanksgiving
Betsy Ross and the Flag
William Tell
Selected portions of Hiawatha
The Landing of the Pilgrims

Dramatization may be based upon review of a certain period in history. The pupils take the part of the outstanding characters, representing their views and giving their arguments. The following review lesson on the Revolution was given in a school in New Jersey:

"The pupils had selected as the subject for this lesson 'Washington's Farewell to his Soldiers.' The teacher was seated at the back of the room. 'Washington' took his place at the front of the room, and his 'old soldiers' came from their seats and stood about in groups of two and three. One talked to another of some battle in which they had been engaged; several spoke of some characteristic of their chief, and referred to important events in his life. In turn, they shook hands with 'Washington.' He called each by name. One among them had been with him on his surveying trips; one had been present at Braddock's defeat; another had seen him take command of the army. At last 'LaFayette' approached. 'Washington' turned and discussed briefly the war, its causes and results, and the country's debt to France. 'LaFayette' replied with a prophecy of the future greatness of the new country.

"It appeared that one lesson only had been given to the preparation of this exercise. In this short time the general plan had been developed, and each member of the class had selected or had been allotted a character. The pupils were to be held responsible for the dialogue, and the teacher was to rate each one as he took his part. Most of the girls took men's characters. 'Molly Stark' and 'Mrs. Washington' were the only women present."

Taken from Kendall and Mirick, *How to Teach the Fundamental Subjects*, pp. 260-261, Houghton

3. Debate

The debate furnishes an excellent opportunity for a review lesson in making the thots and feelings of characters real. The same class mentioned above debated on the question: Resolved, that No State Ought to be Allowed to Leave the Union.

"There were six debaters, boys and girls. It appeared that for several weeks the class had been studying the period leading up to the Civil War. At one time all the pupils had imagined themselves citizens of South Carolina; at another time they had identified themselves with the citizens of Massachusetts. They had thus tried to get into the spirit of each side, and today 'Hamilton' representing the early phase of the discussion, 'Webster' and 'Henry Clay' representing the later phase,

were to meet 'Jefferson,' 'Calhoun,' and 'Douglas.' The arguments were simple; there was no attempt to be original. Each was expected to present as clearly as he could the ideas held by the man whom he represented. Parts of the debates were written and read; parts were given from notes."

Taken from Kendall and Mirick, *How to Teach the Fundamental Subjects*, p. 261, Houghton

4. Sand table

Sand table scenes may be made representing the life of the American pioneers, of the Greeks, of the Egyptians, of medieval times, and of the periods studied. Mr. Bartholemew of Alberton encouraged his eighth grade class to make a sand table scene of Washington's winter quarters at Valley Forge. The fresh tree stumps, the log house in the clearing, the snow on the ground, and the cannon made of grey construction paper all helped to indicate that the pupils appreciated fully the hardships of pioneer days and the struggle involved in the making of our nation.

5. Illustrating

Drawing, cutting, and mounting pictures on the bulletin board, in history booklets, and on period maps, and modeling of details will help to emphasize the significant differences between former periods and our own times.

6. Construction

The pupils should be permitted to make costumes for historical characters for use in dramatizing the life of Indians, Greeks, Pilgrims, or they may dress dolls to represent the costumes of these people.

7. Memorizing

Children should be encouraged to commit to memory choice lines from selections having historical significance; as, *The Building of the Ship*, *Hiawatha*, *The Man Without a Country*. Lincoln's *Gettysburg Address* should be memorized during the period when the children are studying the Third National Period, 1861-1865. If they so desire, *O Captain, My Captain* may also be committed in connection with this period.

RELATION TO OTHER SUBJECTS

History inseparable from geography

The influence of the earth's physical features on the history of a people is so important that it deserves the attention of the class constantly. New England as an isolated region developed a type of people all its own. Physical conditions fixed slavery in the South. People followed the rivers in coming west, and the first homes were on the banks of rivers. Montana railroads follow the river valleys. Elevation, climate, topography, and soil are

influences that determine the welfare and achievements of people in our state. In every period of American history the question, why people do as they do, must be answered in part by geographical conditions.

References:

Brigham, *From Trail to Railway*, Ginn

Brigham, *Geographical Influences on American History*, Ginn

Common aims of history and civics

Both history and civics prepare children for intelligent citizenship. Many facts of government are bound up with problems in history. It is impossible for children to study civics disconnected from history. The constitution and its amendments are as much history as civics. Civil Service regulations cannot be studied apart from the history of the spoils system. The process of securing a prohibition amendment to the constitution is important history.

Language

Children's attention should be called to songs, poems, and speeches commemorating or describing historic events. Historical characters can be impersonated thru dramatization or pantomime.

The following historical topics were used by Miss Stufft, formerly critic at the State Normal College, for oral and written composition work with eighth grade pupils:

Historical topics chosen by pupils for imaginative treatment

1. Memories of an African Slave Trader
2. Imaginative Diary of Columbus on his Voyage
3. Diary of a New England Factory Girl One Hundred Years Ago
4. My Work as a Privateer during the War of 1812
5. Letter from a Western Pioneer to an Eastern Friend
6. Petition for the Reform of Prisons
7. Inauguration of President Jackson
8. Down the Mississippi on a Flatboat
9. Across the Plains to the Gold Fields of California
10. The Defense and Fall of the Alamo
11. To Oregon with Whitman
12. With Fremont in the Far West
13. Why I Left my New York Home to Settle in Kansas
14. Across the Isthmus to the Gold Fields
15. Food and Table Manners One Hundred Years ago (A letter written in 1826)
16. My Work as an Abolitionist
17. Incidents in the Time of Slavery

18. An Abolitionist Editorial
19. Letter from a Forty-Niner to His Brother
20. A Page from Peggy Eaton's Memoirs
21. Life in a Gold Camp in '49
22. Extracts from Letters of a Forty-Niner to His Wife
23. A Page from Harriet Martineau's Diary
24. Westward Bound by the Erie Canal
25. Our Log Cabin is Built
26. Letter of an Eastern School Girl to a Western Friend
27. A Wildcat Banker
28. Written in a Prison Cell

Historical topics as subjects for debate

History and civics offer many suggestions which make for live debates. Topics in history, facts not so interesting in themselves, modern questions before the nation, state, or community may be made subjects for debate. In addition to those given in the course, the following are suggestive of the type of problems that may be used. Resolved that:

Schools are becoming too expensive for the United States to afford to offer all children an eighth grade education.

Intelligence should be the chief basis for limiting immigration.

The President should be selected by popular vote.

The Monroe doctrine has made the American continent safe for democracy.

The mass of the people do not express their will to any greater extent now than in Colonial times.

Bacon's Rebellion was an act of patriotic people.

Jackson's administration proved the inability of the common people to take charge of the government of the United States.

The early settlers of Massachusetts lived up to their ideas of freedom.

Frontiersmen all thru American history have been responsible for the great advances in democratic principles.

Difference in geographic conditions was largely responsible for the Civil War.

Commercial interests brought about the War of 1812.

All people in a democracy should be given as much education as they are capable of receiving.

Historical plays and pageants

Put history into action wherever possible. Have pupils improvise plays, dramatize scenes, impersonate speakers. Let larger children work out scenes and plays from their history lessons; as, Pilgrims going to church, Raleigh and Queen Elizabeth, the Spirit of '76, the birth of our flag, signing the Declaration of Independence, Washington's farewell to his soldiers, boyhood life of Lincoln, an Indian war dance, Lewis and Clark in Montana, a

colonial fireside, pioneer life in our home country. At the play appropriate music or a simple account of the story may be given between scenes. These plays should be made an outgrowth of the regular school work. For anniversary or special day programs a pageant might be worked up, members of the community helping. Illustrations from library books suggest simple costumes; occasionally accounts of pageants and plays appear in magazines and teachers' journals. The language course contains suggestions that should be correlated with historical plays. The following program is taken from Chubb's *Festival and Plays*:

Patriot's Day Festival

I. The Lewis and Clark Expedition

Scene 1. Departure from Washington

Scene 2. Camp at the Forks of the Missouri

Song—Old Irish Ditty—"Cockles and Mussels"

Scene 3. Wintering at Fort Clatsop

II. Settlement of the West

Scene 1. Panning for Gold

Scene 2. Making a Home

Scene 3. The Ranch

Song—Early Song and Jig—"The Girl I Left Behind Me"

III. The West of Today

Scene 1. A Western Newspaper Office

Scene 2. Homage to Those Who Dared

Song—Patriotic Hymn—"A Vow"

Interspersed between the scenes will be patriotic songs by the whole school.

HOLIDAYS

These days should not break the continuity of the history program. The history course should be made to contribute to the holiday and determine the character of the celebration. If studying Rome at Thanksgiving time, let children play "How Romans gave thanks to their gods," which can be used in contrast with our own. Teachers without reference material on this may be able to weave into the course an imaginary situation for dramatizing, based upon a general knowledge of Roman religion and customs.

References:

Chambers, *Book of Days*, 2 Vols., Lipp.

DATES

At the close of each year's study a few significant dates should be known. Dating an event by approximation, in relation to other events in point of time, should be practiced continuously. For example, Clay, Calhoun, and Webster were born within a few years of each other and all died about the same time; the settlement of Montana and the Civil War began at the same time; the French Revolution occurred the first years of our national life.

WARS AND CONQUESTS

Study these to understand the great movement in history, the struggle between right and might, the evolution of freedom. In each one give time for nothing more than:

- Geographical setting
- Remote and immediate causes
- Nature of military problems each side faced
- Resources for each side
- Plans and campaigns undertaken (very briefly)
- One typical battle studied
- Some other important battles mentioned
- Turning point of the war
- Immediate and remote results
- Lessons taught
- Cost of war

The cruel, brutal, exhausting, and sordid side of the war should be brot out.

CURRENT HISTORY

It is essential that children form the habit of acquainting themselves with current matters of civic importance, whether these be local, state, national, or international. It is necessary, therefore, that the teacher provide a place on the class program for the study of current events. The following provisions are fundamental in making the study a success.

1. Definite time

The best results are obtained when a certain day in the week is designated as Current Events Day. In the seventh and eighth grades one full period weekly, or the greater part of a period, should be devoted to this important subject. The work may be taken up in either the history or the civics period. In the intermediate grades, the morning exercise, the language, or the history period may be used for this purpose.

2. Children's own paper

Several copies of a current events paper published weekly for use in schools should be found in every school room. In addition, children may be encouraged to look for further treatment of a topic in current magazines and daily papers.

3. Correlation with other subjects

The fullness and richness of meaning of an event varies directly as the number of associations the pupils have been able to make with that topic. All places involved should be definitely located on a map. All persons mentioned should be associated with other important incidents whenever possible and profitable. All events should be related to preceding contributory ones. Topics should be related to civics, history, geography, and science whenever possible. A consideration of Henry Ford's offer to purchase Muscle Shoals might involve the discussion and study of the following questions:

Where located? What water form? Why so very important?

How did the government come into possession of Muscle Shoals? When? At what cost? Why is not the government manufacturing nitrate now?

Who is Henry Ford? In what connection did he become a figure of international significance? Of national? When did he begin negotiations for the nitrate plant? What did he propose to do with the plant? What was his offer? What other offers were made?

What are the arguments for the sale? Against? Has the sale been made?

4. Weekly review of topics

Topics requiring continued interest and study should be reviewed weekly. The completion of a topic should be followed by a summary of the main points considered while studying the same.

5. Keeping a notebook

Best results are obtained by each pupil's keeping a notebook of the most important topics considered. Such a notebook will enable him to unify his study of a topic by adding weekly the most important developments. A bibliography of the references should be made in connection with each topic entered in the notebook. The current events papers should be bound together and carefully retained for later reference.

6. Testing program

As in any other study, it is desirable to check up results by means of tests. Tests should be given periodically, preferably once a month, and should for the most part be short and capable of being answered with a minimum amount of writing on the part of the pupils. The following types may be used and should test a pupil's familiarity with persons, places, and events:

- a. Questions to be answered by yes or no
- b. Statements to be marked true or false
- c. Underlining the word that makes the sentence true
- d. Questions to be answered by a single word
- e. Filling blanks
- f. Selecting the one statement out of a group of four or five that gives information regarding a certain point

Papers and magazines for a school to choose from:

**Current Events* (Weekly) Current Events Pub. Co., Chicago, Ill.

**Loose Leaf Current Topics* (Weekly) 1125 Amsterdam Ave., New York City. Grades 7-8

**People and Places in Current Topics* (Weekly) 1125 Amsterdam Ave., New York City, Grades 4-6

The Pathfinder, Washington, D. C.

The News Outline (Weekly), Columbus, O.

Literary Digest, 354-360 Fourth Ave., N. Y.

The Review of Reviews, 55 Fifth Ave. N. Y.

World's Work, Garden City, N. Y.

*Specially recommended

TESTS

As in the other school subjects, both types of tests should be given to the classes in history.

Informal tests

Brief informal tests of the character described under the title of Geography Tests in General Suggestions of the geography course of study should be given regularly and frequently. They require only a few minutes of the class period, serve as a definite check on the effectiveness of the methods employed in teaching history, and are stimulating to the pupils. See also the topic entitled Informal Testing in the Manual.

Standard tests

Standardized tests in history may be employed to measure the content side of the pupils' achievement in the study of history. The following are among the tests that are now available:

*Pressey, *Richards American History Test*, Pub. Sch.

Hahn, *History Scale*, Pub. Sch.

Harlan, *Test for Information in American History*, Pub. Sch.

Barr, *Diagnostic Tests in American History*, Pub. Sch.

*Van Wageningen, *American History Scales*, Bur. Pub.

*Specially recommended

FOURTH YEAR

This year's work marks the first introduction of a textbook in history. Gordy's *Stories of Early American History* should be used as a text, and the content should form the basis of a part of the oral and written work to be done in language this year. See the outline in language for the fourth grade.

The study of the history text to get information furnishes a real motive for silent reading. Children should receive training in studying history intelligently and efficiently. See suggested exercises in silent reading in the reading course of study.

FIFTH YEAR

(Even Years, 1926-27, etc., in one-teacher schools using the alternation plan)

Reference Books for Fifth Year:

- Gordy, *Stories of Later American History*, Scribner
 Burnham, *Our Beginnings in Europe and America*, Winston
 Mace, *Primary History Stories*, Rand
 Baldwin, *LaFayette, The Friend of American Liberty*, Am. Bk.
 Baldwin, *Four Great Americans* (Washington, Franklin, Webster, Lincoln), Am. Bk.
 Beebe, *Four American Naval Heroes* (Jones, Perry, Farragut, Dewey), Am. Bk.
 Blaisdell & Ball, *Hero Stories from American History*, Ginn
 Cody, *Four Great American Poets* (Bryant, Whittier, Longfellow, Holmes), Am. Bk.
 Eggleston, *Stories of Great Americans for Little Americans*, Am. Bk.
 Gordy, *Our Patriots*, Scribner
 Gordy, *American Leaders and Heroes*, Scribner
 Guerber, *Story of the Great Republic*, Am. Bk.
 Guerber, *Story of the Thirteen Colonies*, Am. Bk.
 Hebard, *Pathbreakers from River to Ocean*, Lake
 Kingsley, *Lewis and Clark* (good small story book), Am. Bk.
 Kingsley, *Four American Explorers*, Am. Bk.
 Judson, *Montana, The Land of Shining Mountains*, McClurg
 Mace, *Little Lives of Great Men* (Lincoln, Washington), Rand
 McMurry, *Pioneers of the Rocky Mountains*, Macm.
 McMurry, *Pioneers on Land and Sea*, Macm.
 McMurry, *Pioneers of the Mississippi Valley*, Macm.
 Mowry, *American Inventions and Inventors*, Silver
 Perry & Price, *American History* (Books I and II), Am. Bk.
 Perry, *Four American Pioneers* (Boone, Geo. Rogers Clark), Am. Bk.
 Pratt, *American History Stories* (4 vols.), Ed. Pub.
 Starr, *American Indians*, Heath
 Stone & Fickett, *Everyday Life in the Colonies*, Heath
 Southworth, *Builders of Our Country* (Vols. I and II), App.

FIRST HALF YEAR**STRUGGLE FOR FREEDOM**

Largely thru biography, fifth grade pupils should learn of the early struggles for democracy. Until the Declaration of Independence this part of history should be taught as a struggle for freedom. The romances of the brave leaders who laid the foundations for our government should be emphasized fully as much as the historical events.

LEADERS IN THE STRUGGLE FOR FREEDOM

1. Patrick Henry

Unjust taxation caused people in colonies to take sides. Resistance to new laws by many because of bad effect on trade. Patrick Henry influenced only by patriotic reasons. A rustic from the "back country." Considered a radical by aristocracy of Virginia. Wealthy planters first scorned, then feared his influence. A great orator. His influence in bringing about freedom.

2. Samuel Adams

Also considered in those days a radical. A leader in Massachusetts against oppression. Tho poor he scorned bribes offered by the British. Tireless in effort for freedom. His cousin, John Adams, organized "Sons of Liberty." The Stamp Act. The "Boston Tea Party." Delegate to First Continental Congress. Whigs (progressives and back country farmers), tho in minority, won against conservative element. Work of Continental Congress toward freedom.

3. Paul Revere

British plan to seize Samuel Adams and John Hancock. Stores hidden in Lexington and Concord. Dawes and Paul Revere as messengers. Gathering of the Minute Men. Battle of Lexington and Concord, the beginning of the Revolution. The Battle of Bunker Hill.

4. George Washington

Experience as a soldier in last French war. Delegate to First and Second Continental Congress. Chosen commander-in-chief of American army. Washington's handicaps. Colonies not united. Washington at Valley Forge. Lafayette's unselfish aid. Winter at Valley Forge. Cornwallis' surrender.

5. Other leaders and problems

Jefferson and John Adams leaders against the conservatives who fought against independence. No intentions at first among people to separate from England. Gradual growth of idea of complete independence. All leaders men of education. The drawing up of the Declaration of Independence. Franklin another progressive leader. Bravery of Nathan Hale. Burgoyne's invasion.

6. Lafayette

Tho of the nobility of France, in sympathy with democratic movements. Bought and fitted out a ship with his own money to go to the help of colonies. Refused pay from Congress. Strong friendship between Washington and Lafayette. One of America's best friends.

THE WESTWARD MOVEMENT

1. Daniel Boone

A product of the wilderness. Dangers in pioneering. Settling a new country west of the Alleghanies. The fort. The cabins. Food. Hospitality.

2. George Rogers Clark

His plan of conquering the country between the Great Lakes, Ohio, and Mississippi. English incited Indians against new settlers. Aid from Patrick Henry, governor of Virginia. Fort at Kaskaskia. Life in a pioneer French village. Capture of Vincennes.

SECOND HALF YEAR

THE STRUGGLE TO MAKE A NATION

1. The first president

Trip to New York. Inauguration. Dignity and elegance of Washington's administration. Questions which the new government faced. Lack of confidence in the new government. Hamilton's help. Compromise over location of capital. Homes on big plantations. Slaves. The effect of the invention of the cotton-gin.

2. Thomas Jefferson

The writer of the Declaration of Independence. A leader of country people. Democratic ideas. Simplicity of life. Jefferson's vision. Purchase of Louisiana territory. Lewis and Clark's expedition.

3. Andrew Jackson

Humble parentage. First great leader with little education. Independence, honesty, and simplicity of taste. Fighting the Indians. A president of the common people. Lack of respect shown by Jackson for training and experience. The effect of the "Spoils System" in encouraging inefficiency, extravagance, and graft. Tho elected by the masses he tried to prevent by law freedom of speech.

INVENTIONS AND INTERNAL IMPROVEMENTS

1. The steamboat

Robert Fulton's experiments. The first boat driven by steam.

2. National road

Route. Purpose.

3. Erie canal

"Clinton's Ditch." The East and West connected by water. Stimulation of trade.

4. The railroad

First inventions. First use of horses. The locomotive and passenger coaches. First route.

5. The telegraph

Samuel F. B. Morse. The birth of his idea. Sacrifices made to put his idea into reality. Like Fulton and Clinton, his idea scoffed at. The first message.

THE GROWTH OF THE REPUBLIC**1. Sam Houston**

The settlement of Texas. An independent state. Fight with Mexico.

2. John C. Fremont

Expedition beyond the Rocky Mountains. Discoveries in Wyoming and of Great Salt Lake. Possession of California.

3. Discovery of gold in California

Rush to the gold fields. Crossing the plains.

4. Lewis and Clark

Journey to the great Northwest. Route. Important stops in what is now Montana. Sacajawea. Importance of exploration.

5. Other Montana explorers and leaders

Story of Coulter. The trappers. Indian fur trading at the forts. Gold discovered. Vigilante and pioneer days. Bridger. Discovery of Yellowstone Park. Local names of men and women contributing to Montana's history.

THE SLAVERY QUESTION

Reason for difference in attitude of North and South toward slavery. Compromises over the admission of new states. Disagreement of North and South over tariff—both for selfish commercial reasons, not for good of the country. Talk of secession. Clay, Calhoun, Webster.

Abraham Lincoln

Another backwoodsman like Patrick Henry, Daniel Boone, and Andrew Jackson. Crude home. Meagre opportunities. Honesty and ambition. His visit to a slave market. Leadership. Growing feeling about slavery. Secession. Election. The Civil War. Lee and Grant. Lee's surrender. Lincoln's assassination.

SIXTH YEAR

(Odd years, 1927-28, etc., in one-teacher schools using the alternation plan)

Reference Books for the Sixth Grade:

- Bourne & Benton, *Introductory American History*, Heath
 Burnham, *Our Beginnings in Europe and America*, Winston
 Andrews, *Ten Boys*, Ginn
 Baldwin, *Fifty Famous Stories Retold*, Am. Bk.
 Baldwin, *Thirty More Famous Stories*, Am. Bk.
 Benezet, *The World War and What Was Behind It*, Scott
 Blaisdell, *Stories of English History*, Ginn
 Gordy, *American Beginnings in Europe*, Scribner
 Griffis, *Brave Little Holland*, Houghton
 Guerber, *Story of the Chosen People*, Am. Bk.
 Hall, *Our Ancestors in Europe*, Silver
 Harding, *The Story of Europe*, Scott
 Harding, *Story of the Middle Ages*, Scott
 Mabie, *Hero Stories Every Child Should Know*, Grosset
 Niver, *Great Names and Nations* (Ancient; Modern), Atkinson
 Tappan, *Old World Hero Stories* (Part I Ancient; Part II European),
 Houghton
 Tappan, *The Story of the Roman People*, Houghton
 Van Bergen, *Story of Japan*, Am. Bk.

FIRST HALF YEAR**THE PEOPLE OF EUROPE AND AMERICA****Why study Europe**

Teachers should have the aims of the year in mind and look thru the course for suggestions. With proper direction children will work out a number of good reasons. Where Americans came from. Their motives for coming. How they came. The birth place of some of our neighbors, parents, and ancestors. Our near relations to Europeans. The effect of European conditions upon the beginnings and growth of our nation.

What we should know about Europe and Europeans

Read the course for suggestions. Correlate with geography in the study of location, climate, long coast line, many countries, and the effect of these upon life.

How Europeans found and settled in America

A review problem. Ideas Europeans had of the earth before the discovery of America and how their ideas changed upon its discovery. The countries from which our forefathers came; where

they settled; comparison of the way they came with modes of travel now. America, the home of the Indians. How Europeans treated them. The problems of securing food and shelter and how the settlers solved them.

How differently the people of Europe and America lived during the colonial period from the way they live today

Modern inventions the Pilgrims knew nothing about. The few inventions made before they came. How people lived without railroads, automobiles, telephones, harvesters, friction matches, etc. The first immigrants' love for freedom. Results of more recent immigration from Europe and the struggle for humanity and democracy.

Reference:

Gordy, *American Beginnings in Europe*, Chap. 1, Scribner

WHAT EASTERN NATIONS GAVE TO EUROPE AND AMERICA

What Egypt gave

The story of Khufu and the Pyramids. Picture writing, temples, irrigation of land, plow and harrow, knowledge of the earth and skies. Recent discoveries in the tomb of King Tutahnkamen. Significance of these discoveries.

What the Hebrews gave

Stories of well known Bible characters (See minimum list). The idea of one God; the Bible; the Christian religion. How Christianity spread thruout the world. Jerusalem and what its recovery from the Turks may mean to civilization. Picture study: *Wise Men of the East; The Last Supper*.

What Oriental nations gave

Stories of China and Japan. Confucius and his influence on China. The Golden Rule. The little change in China for centuries. Growth of Japan. Perry opened Japan's ports and the effect. China became a republic. Compare China's recent troubles with American difficulties under the Articles of Confederation. Contrast Germany's and America's treatment of the Chinese growing out of the Boxer rebellion. Open door policy in China and its effect. American education for students from the Orient. Work of missionaries. Evidences of American influence in Japan and China.

What the Phoenicians gave

Stories of Phoenician traders. The alphabet.

References:

- Mace & Tanner, *The Story of Old Europe and Young America*, pp. 13-24, Rand
 Guerber, *Story of the Chosen People*, Am. Bk.
 Van Bergen, *Story of Japan*, Am. Bk.
 Burnham, *Our Beginnings in Europe and America*, pp. 28, 32-35, 39, Winston

GREECE, OUR FIRST GREAT EUROPEAN TEACHER

Why Greece was a sailor's country

Map and picture study for location, size, shape, the sea, Carthage and Persia as neighbors. Cities built by Greece: Athens, Alexandria, Constantinople, Marseilles. Soil and climate of Greece.

What the Greeks taught

1. Bravery

Homeric stories: Jason and the Golden Fleece, Hercules, Achilles and Troy, Ulysses and his wanderings. Persia a rival nation. The story of Leonidas; of Marathon. How Greece was saved. The Greeks as splendid examples of physical manhood.

2. Law and order

Lycurgus and Spartan laws. Form of government in a city state compared with ours. The common table. Ideas of honor. The education of boys only. Olympic games. Ideas of trade and money.

3. Beauty

How people lived during the age of Pericles. Home life, dress, schools, market places, slaves, temples, festivals, theatres, public buildings. Greek art. The grandeur of Greek temples. The Acropolis and Parthenon. Greek theatres. A people of fine taste. Beauty and perfection in poetry and oratory.

What Greece gave her neighbors

The story of Alexander the Great. How his conquest was followed by the spread of Greek ideas. Extent of Alexander's conquests. Show that Greece civilized the Orient, but left it unorganized.

Why Greek civilization did not survive

Men not all free and equal. Many slaves. How and where secured, their work and treatment. War-like ambitions of the Greeks. The home, a weak institution. How weaklings and de-

formed infants in city states were treated. Position of women and their lack of education. Conditions considered in the light of modern ideals of brotherhood.

References:

- Bourne & Benton, *Introductory American History*, Chaps. I-IV, Heath
Burnham, *Our Beginnings in Europe and America*, Chap. IV, Winston
Andrews, *Ten Boys* (Cleon), Ginn
Gordy, *American Beginnings in Europe*, pp. 11-55, Scribner
Hall, *Our Ancestors in Europe*, pp. 1-75, Silver
Harding, *The Story of Europe*, pp. 1-48, Scott
Tappan, *Old World Hero Stories*, Part I, pp. 1-75, Houghton

ROME, THE GREAT LAW GIVER

How Rome's location favored her early rise to power

Map study. The seven hills, the Tiber river, harbor, early neighbors. Compare with Greece. Stories of Romulus and the founding of Rome; of Horatius at the Bridge.

How Rome grew strong

1. Rome pays her neighbor, the Gauls, a ransom.
2. She calls Cincinnatus, the man from the plow, to save her.
3. She destroys her neighbor, Carthage. The story of Hannibal.
4. She conquers her western neighbors, including Gaul. The story of Julius Caesar.
5. She conquers Greece and other Eastern neighbors. The story of Pompey.
6. Stories of Cicero, Virgil, and Brutus.

How Rome ruled the world

1. The various peoples and races included in the Empire named and located.
2. Some of the great leaders of Roman life and adventure; such as, Regulus, the Gracchi, Cicero, Nero, Trajan, Constantine. Character and influence of each.
3. Story of the Age of Augustus. Story of St. Paul and beginning of Christianity in Rome. Story of Justinian, the Christian Emperor.
4. To what extent the acts and achievements of the Romans can be justified in the light of our high ideals for a world democracy.

How the Romans lived

1. Life of the Romans: home life, dress, occupations, military service, social life, gladiatorial fights.
2. Treatment of neighbors and captives. Greek slaves. Increase in taxes. Tribute paid to Rome. Reasons for Rome's fall. The weakness of both Greece and Rome as a lesson for America and the entire world.

What the Romans taught

1. Lessons of government and law. The Forum, where laws were made. The Greeks never lost their youth but the Romans were always men.
2. Lessons in road building. Travel and Roman roads. Their value and the process of their construction.
3. Meaning and origin of army, governor, century, language, legal, legislature, senate, military, judge, annual. Meaning of "Caesar crossed the Rubicon," "The conquerors become the conquered," "All roads lead to Rome."

References:

- Bourne & Benton, *Introductory American History*, Chap. VIII, Heath
 Burnham, *Our Beginnings in Europe and America*, Chap. V. Winston
 Andrews, *Ten Boys* (Horatius), Ginn
 Gordy, *American Beginnings in Europe*, pp. 56-112, Scribner
 Hall, *Our Ancestors in Europe*, pp. 74-139, Silver
 Harding, *The Story of Europe*, pp. 49-113, Scott
 Tappan, *Old World Hero Stories*, Part I, pp. 75-130, Houghton

SECOND HALF YEAR

THE MIDDLE AGES

How Germany began

1. What kind of people the early Germans were. Germans a branch of the Teutonic race. (The words German and Teuton should not be used synonymously.) Story of Beowulf. Origin of the word, Hun. Warlike spirit of the early Germans, including women.
2. German conquests. Barbaric tribes moving into the Roman Empire: Goths, Vandals, Lombards. Why Alaric captured Rome. Why the Romans failed. Significance of fierce wars carried on between German tribes. How the early Germans lived. Their religion. The work of St. Augustine among them.

How France began

Story of the Gauls. Story of the Franks. Why we should remember Charlemagne. Stories of William Tell and Arnold von Winkelried (Swiss). How love of liberty and freedom and a desire for education shown by the early Swiss and French help to explain the formation of republics in later history. Swiss courage typified in "Lion of Lucerne." Viking tales; the Northmen settle in France.

How England began

Early Britons. Roman invasions. Remarkable roads built. Legends of King Arthur and his knights. Coming of the Angles, Saxons, Jutes, and the Danes. Alfred and what he did for England. Story of Robin Hood. William the Conqueror, and the Norman conquest of England. What is a charter? King John and the Great Charter. What the charter means to us. The beginnings of our representative government seen in the village moot, the moot of the hundred and the shire. Story of Robert Bruce. Dramatization of events and stories (Kendall & Stryker, *History in the Elementary School*, p. 92).

What the Saracens taught

The story of Mohammed. Rapid growth of his religion. Regions conquered by his successors. To what extent the battle of Tours and the capture of Constantinople by the Turks explain present conditions. The Moors in Spain. What peoples today are Mohammedans? The riches and learning of the Saracens. What we have which can be traced back to them.

How Christianity influenced western Europe

Begin with the story of Christ and Paul, the missionary. The church fathers: St. Augustine, St. Jerome, St. Patrick; Christian martyrs; Constantine, the Christian Emperor. The story of St. Benedict. The monks and life in the monastery. The monks as farmers. In what way the monks preserved much learning for us. Christianity in northern Europe, in the British Isles and among the Franks. The religious crusades. Story of Richard, the Lion Hearted; Peter, the Hermit. The children's crusade. Motives of the crusaders. In what ways the Turks abused them. Compare with their treatment of Armenian Christians in the World War. What people learned in the East and the rise of trading cities. In what ways the crusades were a turning-point in history. (Read selections from Scott's *The Talisman*.)

How life in the Middle Ages compares with life today

1. Feudalism: The lord or noble, his castle, retainers, amusements, tournaments. The relation of lord and vassal. Contrast with the relation between owners and employees in our factories and mines. How feudalism was broken up by the invention of gunpowder.

2. Chivalry: The flower of feudalism. The knight, his education, his work, regard for women, ideals.

3. Farmers: A manor. Isolation of farm work. No near neighbors, raising of crops and live stock, hard life of the peasants, their fights for freedom as shown by the English revolt led by Wat Tyler.

4. Townsmen: Guild merchants, shops, apprentices. Free cities such as Florence. Why Jerusalem and other medieval cities had to be walled. Why no longer necessary.

5. Trade: Trade routes; trade with the East. Scenes at fairs compared with those of today.

What the Middle Ages taught

Summary of conclusions reached in previous problems:

1. Meaning and origin of castle, moat, manor, serf, vassal, noble, peasant, clergy, feudalism, chivalry, crusade, cathedral, guild, town-moot. Trace connections with present conditions of life.

2. Location of important cities such as Nuremburg, Milan, Cologne, London, Jerusalem, Paris, Leipzig, Bruges, Hamburg, etc. Why a town should grow up at a cross road or a river ford.

3. Picture study of cathedrals, as Milan, Cologne, Amiens, Rheims, Canterbury, Westminster Abbey. Germany's crime in destroying such works of art.

4. Clay and sand: A castle showing portcullis, moat, drawbridge, tower, surrounded by hills, valleys, rivers, (Hall, *Our Ancestors in Europe*, p. 217) ; plan a manor, (Hall, p. 251).

References:

Bourne & Benton, *Introductory American History*, Chap. IX, Heath
Burnham, *Our Beginnings in Europe and America*, Chap. IX-X, Win-
ston

Andrews, *Ten Boys* (Wulf, Gilbert, Roger), Ginn

Benezet, *The World War and What Was Behind It*, pp. 37-86, Scott
Gordy, *American Beginnings in Europe*, pp. 113-228, Scribner

Hall, *Our Ancestors in Europe*, Part II, Silver

Harding, *The Story of Europe*, pp. 114-258, Scott

Tappan, *Old World Hero Stories*, Part II, pp. 1-151, Houghton

BEGINNINGS OF OUR OWN TIME**How people began to discover strange lands**

1. The known world; unexplored regions. Compare maps made before 1500 with maps of today and note wherein the old maps were right; wherein wrong.

2. Wanderings of the Norsemen. Race for India. Trade routes established. Marco Polo's travel and the result. Genoa and Venice rival cities for eastern trade. Prince Henry and the Portuguese navigators. Spain rivals Portugal—how America was found. Ferdinand and Isabella. The motive, an all-water route to India by sailing west, influenced Spain and other countries in later explorations. Results of these centuries of exploration—Marco Polo to Magellan.

How people began to read and make improvements by the use of new inventions

Gutenberg and the printing press. Paper became common. Printing of the Bible and other books in English and German. The compass; its value to sailors; why it always points north. Gunpowder and cannon and their influence on methods of fighting. Arabic numerals.

How people began to struggle for democracy in religion

The story of Luther and how he developed a following. The work of Calvin in France. Why French Huguenots came to America. Jesuits as American missionaries. English protestant rulers beginning with Henry VIII. Oliver Cromwell and the Puritans. Religious motives of colonial immigrants. The story of Gustavus Adolphus fighting for the Protestants in Germany. Holland, a refuge for many. Religious freedom today.

How the people and nations of Europe have struggled for freedom and the rights of man**1. England**

Bad rulers such as King John before the barons at Runnymede (tho earlier in time) compared with such wise rulers as Queen Elizabeth. Story of Elizabeth and Raleigh. Drake and the Spanish sailors. The story of Shakespeare and his plays. Stories of later English leaders in connection with American history. They should include stories of Pitt, Nelson, and Wellington; Clive in India; Hargraves, Cartwright, Watt, Stephenson and other inventors; Livingstone in Africa. The days of Queen Vic-

toria, simplicity of court life and the wisdom of her practical theories. Justice of England's colonial policies and the growth of democratic ideals seen in representative government. Her part in the great World War.

2. France

Story of Joan of Arc, the Maid of Orleans. Story of Lafayette. Story of the French Revolution and the fight for liberty, equality, and fraternity. Storming the Bastille. Story of Napoleon. Significance of the Battle of Waterloo for civilization. The Franco-Prussian War. The World War, our first opportunity to help France in her fight for democracy.

3. Germany and Russia

The story of Peter the Great of Russia. His policies and character, compared with those of William II of Germany. Warlike ambitions of German rulers and Germany's long preparation for the World War.

How Europeans made homes in the new world

Reasons for English immigration. First English homes in America. Contrast Virginia and Massachusetts settlements. Spanish colonies. French explorations and settlements. Compare treatment of Indians by Spanish, English, and French. Dutch and Swedish settlements.

References:

- Bourne & Benton, *Introductory American History*, Heath
 Andrews, *Ten Boys (The Puritan Boy, The Yankee Boy)*, Ginn
 Gordy, *American Beginnings in Europe*, pp. 229-332, Scribner
 Hall, *Our Ancestors in Europe*, Part III, Silver
 Harding, *The Story of Europe*, pp. 259-353, Scott
 Tappan, *Old World Hero Stories*, Part II, pp. 152-233, Houghton
 Burnham, *Our Beginnings in Europe and America*, Chaps. XI-XX,
 Winston

SEVENTH YEAR

(Even years, 1926-27, etc., in one-teacher schools using the alternation plan)

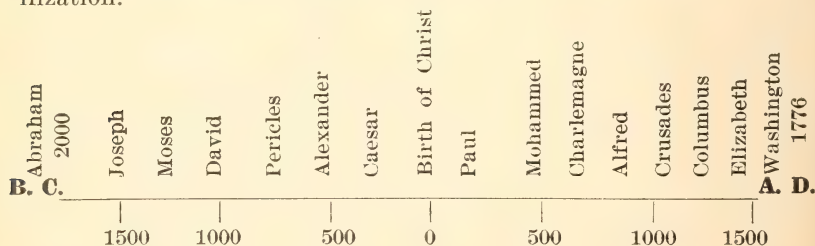
The work of this year covers the period of history in our country from its European beginnings to the time of Andrew Jackson, 1829. A lengthened period of time to be covered this year allows more time for relatively more important problems of recent times to receive their just amount of attention in the eighth year.

Reference Books for Seventh and Eighth Years:

- Burnham, *The Making of Our Country*, Winston
 Beard & Bagley, *The History of the American People*, Macm.
 Benezet, *The World War and What Was Behind It*, Scott
 Bourne & Benton, *History of the United States*, Heath
 Brigham, *Geographical Influences on American History and Government*, Ginn
 Fogarty, *The Story of Montana*, Barnes
 Foote & Skinner, *Explorers and Founders of America*, Am. Bk.
 Foote & Skinner, *Makers and Defenders of America*, Am. Bk.
 Gordy, *A History of the United States*, Scribner
 Guiteau, *Our United States*, Silver
 MacCoun, *An Historical Geography*, Silver
 Nicholay, *The Boy's Life of Abraham Lincoln*, Century
 Scudder, *George Washington*, Houghton
 Sparks, *The Expansion of the American People*, Scott
 Tappan, *Hero Stories from American History*, Houghton
 Reference List for fifth and sixth year.

FIRST HALF YEAR

Have pupils recall their historical experiences of previous years. The following plan is suggested. Upon a line on the board make a mark for the birth of Christ, and at different intervals indicate a few important events in history. It is a concrete way of showing that the history of the United States is a part of the history of the world. Have pupils recall historical names and nations in the world's history, with their contributions to civilization.



When introducing the text have a class exercise on the preface, table of contents, plan of treatment, relative importance of subjects as indicated by allotment of pages, familiar names, illustrations, topical review, appendix, index, how to use the book. Have pupils select one that in the preface worthy reading to the class.

Our history can be divided approximately into century periods. Draw a line on the board to show this. Make clear what is meant by 16th century, etc.

Columbus	Magellan	Drake	Raleigh	Jamestown	Quebec	Plymouth	Carolina	French and Indian Wars	Revolution	Washington	Jefferson	Jackson	Lincoln	Wilson	Coolidge
Discovery A New World				Colonization New Homes				Conflict and Supremacy				National Growth		World Power	
1500				1600				1700				1800		1900	
Constitutional Freedom															

THE OLD WORLD FINDS THE NEW, 16th CENTURY

Compare the prevailing conditions of life and industries in Europe when America was discovered, with those of our own country today

On a map of Europe for the middle of the 16th century have pupils compare the location of countries with their location today. Compare peasant life of that time with the life of our American farmers of today. Review the social classes as studied in the sixth year—nobles and kings, clergy, peasants, and artisans. What are the benefits derived from our system of social equality? How can our public schools prevent classes from becoming rigidly separated?

What discoveries and explorations were made in the New World and of what importance was each?

1. Northmen

Modern historians have established Northmen as the real discoverers of America. America was known to northern Europe many centuries before Columbus crossed the ocean. Old maps, ancient writers, and old Icelandic legends indicate that a civilized city once existed in savage wilds of New England. The records show that "Leif, the Lucky" reached the mainland in 1000. A

tablet and an enclosure marking Leif Erickson's dwelling have been put up in Cambridge, Massachusetts, opposite the Harvard Stadium. A replica of the house Leif built has been erected on the spot.

Why, then, was the honor of discovering America for a long time withheld from the Northmen? There are probably two main reasons. Because of the hostility of the Indians whom they called "skraeling," the Northmen did not follow up their discoveries with a permanent colony. The rest of Europe knew little or nothing of those voyages of 1000. It remained for American historians to gain this information from the above mentioned source materials. Historians claim to have identified some of the outstanding localities of the eastern coast mentioned by the maps, writers and sagas as follows:

"Helluland" (stoneland) with Newfoundland

"Markland" (woodland) with portions of Nova Scotia

"Vineland" (named from grapevines found there) with Massachusetts

"Hintramannaland" (whiteman's land) with the coast of Georgia and the Carolinas

"Kiarlarness" (Keel nose) with Cape Cod

The discovery near Fall River, Massachusetts, in 1831, of the skeleton of a Viking in armor inspired Longfellow to write his famous poem, "The Skeleton in Armor." The "lofty tower" mentioned in line 134 is the Round Tower still in existence at Newport, Rhode Island. This tower, students of antiquity insist, was erected not later than the twelfth century. The class should by all means be given an opportunity to read and to enjoy this poem in connection with their study of this phase of our country's history. If the poem is not available in the text books, the teacher should read it aloud to the class.

References:

- Channing, *Student's History of the United States*, Chap. I, Macm.
- Meaney, *United States History for Schools*, Chap. I, Macm.
- Compton, *Pictured Encyclopedia*, Compton
- Wisconsin Magazine of History*, Vol. 3, No. 2, Dec. 1919, Hist. Soc.
- Cambridge Tribune*, Feb. 16, 1924, Cambridge, Mass.

2. Eastern trade routes

Marco Polo and the opening of trade with the East. (See sixth year course) Trade routes for Genoa and Venice. Why Genoa's route was closed. The Portuguese and their part in establishing trade routes.

3. Motives of early explorers

Search for west passage to India, search for gold, treasure, adventure, a northwest passage, to Christianize the Indians, desire for freedom.

4. Columbus, the sailor

Bring out in order the following qualities: Experience, perseverance, daring, fearlessness, confidence, success, honor, fame, disappointment. Show how his knowledge of navigation and of the earth and the mariner's compass helped him.

Read Miller's *Columbus*, in Elson Readers, Book IV, p. 389. Why was Columbus' discovery called "Time's burst of dawn?" Prove from history that the poet was right when he said of Columbus,

"He gained a world; he gave that world
Its grandest lesson: 'On! sail on!'"

5. Classify the following according to nationality and flag under which they sailed:

Columbus, Vespucci, Balboa, Magellan, Ponce de Leon, De Soto, Cortez, Cabot, Drake, Raleigh, Cartier, Champlain, Hudson, Joliet, Marquette, and LaSalle. Study in each case the motive for sailing, lands explored, approximate or relative time, lands claimed and other results of the explorations. A chart with ruled columns for explorer's name, nationality, flag, discovery made, date, motive, and result might be made by the pupils. Trace routes on globe or map. Make outline map of America showing lands claimed by nations of Europe. Discuss conflicting claims. Give specific illustrations to show that the ways explorers treated the natives can or cannot be justified. Contrast Drake with LaSalle.

Why should such names as DeSoto, DeLeon, and Coronado be remembered in American history when these men were disappointed in what they hoped to do?

References:

Burnham, *The Making of Our Country*, Chaps. I and II, Winston
Gordy, *History of the United States*, Chaps. I, II, III, Scribner
Beard & Bagley, *The History of the American People*, pp. 1-37, Macm.
Sparks, *Expansion of the American People*, Chaps. I, II, Scott

PEOPLE OF THE OLD WORLD MAKE HOMES IN NEW— 17th CENTURY

Spanish settlements

Two oldest cities in the United States.

English settlements and the Dutch settlement on the Hudson

Study as three groups of colonies:

Virginia and the far south

The New England Colonies

New York and the Middle Colonies

Limit detailed study to Virginia, Massachusetts, New York, and Pennsylvania.

Outline for the study of each group: colonies included, nationalities represented, character of settlers, leaders among them, problems they had to solve, growth of the colony, treatment of the Indians, education and religion, form of government at founding, most important events. Ask such questions as, *Who were the settlers? Why did they come? What conditions in the home country, if any, caused them to leave? What settlements did they make? What ideas and customs did they bring with them?*

Stimulate thinking by proposing such problems as:

1. Who were the noted people of Europe during the period? What part did they have in colonizing the New World?

2. Compare the colony of Virginia with Massachusetts, using topics in the outline above, and size of farms, products, growth of slavery.

3. Compare pioneer and homestead life in the colonies with that of your home district and county. What differences can you find?

4. In what ways did physical features influence the location of settlements and the happiness and prosperity of the people? Make use of pictures such as those of the Pilgrims. See Hemans' *The Landing of the Pilgrims*; Elson Reader Book III, p. 27. III, p. 27)

Review:

After the colonies have been studied, a chart made by the pupils based on the following points would help to fix them in their minds; name of colony, nationalities, motives, settlements, leaders, approximate date, prevailing religion, form of government, chief products, important events. Pupils should name and locate the thirteen colonies. In the chart exercise only such points as are important should be required, and the remaining spaces under each colony may be left blank.

French settlements

Quebec and fur trading posts along the Great Lakes and large rivers. Note the character and extent of settlements, motives for settlement, work of Jesuit missionaries. Locate important trading points and give probable reasons for their location.

Contrast the difficulties the French had in making settlements with those of the English. Contrast their policies for colonization.

Comparison of settlements

Use problems such as the following:

1. Why were England, France, and Spain the principal countries to colonize the New World?

2. Name some of the poorest as well as some of the best types of settlers. Give reasons for answer.

3. In what ways did the development of printing aid in promoting immigration? Can you justify the extent to which companies and ship owners exaggerated opportunities?

4. Give contrasting reasons which influenced permanent settlements in America.

5. Show that America was a place of refuge for the races quite as much in colonial days as within more recent times.

6. In what ways do the reasons for coming to colonial America compare with the reasons recent immigrants have had? To what extent have poverty and political freedom been reasons for coming?

7. How did the efforts toward democracy show themselves from the first? Why such a difference in view point between aristocracy and common people from the first? Keep in mind that those who ruled with an iron hand and profited by special privileges were the Tory class later, and the *educated* small farmers and shop keepers were the leaders in the struggle for freedom. The early interest in education a step that made our democracy possible.

References:

- Burnham, *The Making of Our Country*, Chaps. II, III, Winston
Beard & Bagley, *History of the American People*, pp. 38-84, Macm.
Gordy, *History of the United States*, Chaps. IV, V, VI, IX, Scribner
Sparks, *Expansion of the American People*, Chap. III, Scott

LIFE DURING THE COLONIAL PERIOD, ABOUT 1750

In the colonies

Use the following topics: classes of people; home life; manners and customs; industries and occupations; provisions for food, clothing, and shelter; natural resources; trade and transportation; amusements and sports; prevailing religion; education, including

practical education in the home; labor problems; notions regarding government and taxation; colonial assemblies and the first struggle for independence; growth in population; growth in the feeling of unity; development of agriculture.

Among the Indians

Study tribes and their location, home life, occupations, tools and weapons, religion, relations with the white man, progress, and influence on colonial history. The following should be definitely known: Pocahontas, Massasoit, Algonquins, Iroquois, and Montana tribes: Flathead, Crow, Blackfeet, Sioux, and Shoshone.

References:

- Burnham, *The Making of Our Country*, Chaps. IV, V, Winston
 Gordy, *History of the United States*, Chaps. VII, XI, Scribner
 Beard & Bagley, *History of the American People*, pp. 98, 118, Macm.
 Fogarty, *The Story of Montana*, Part II, Barnes
 Sparks, *Expansion of the American People*, Chaps. IV, V, Scott

SECOND HALF YEAR

THE PERIOD OF CONFLICT AND STRUGGLE FOR SUPREMACY— 18th CENTURY

The struggle for North America

1. Between the French and English

Locate land claims and settlements, and objective points: Louisburg, Quebec, Lake Champlain, Fort Niagara, and Fort Du Quesne. Note the influence of geography on historical events. Study cause of war, Washington's mission, Braddock's defeat, capture of Quebec, effect of the war. Correlate with the story of Evangeline by Longfellow. Discuss the effect of this war on training American soldiers for the Revolution; what it meant to France; to England.

2. By Spain and Russia

To what extent did Spain succeed in colonizing Louisiana and the southwest? Give reasons. What led the Russians to establish settlements in the region of Alaska?

The thirteen colonies fighting for independence

1. Fundamental causes

Emphasize spirit of freedom in America at this time; democratic spirit; experience in self government; success in commerce;

self-reliance of colonists. Study Puritan revolution in England. Go back to Protestant Reformation and Luther for a brief study of the source of our political and religious freedom.

Find other illustrations in European history where the peasants have fought for liberty; such as, the Peasants' Revolt in England led by Wat Tyler, or the Peasants' War in Germany which was suppressed with great cruelty. Compare the peasant farmers of Europe with the American farmer in colonial times. (See McMurry, *Special Method in History*, pp. 157-163)

2. Remote Causes

Interference with commerce, Navigation Acts, Taxation without Representation, Stamp Act, Tea Tax, Intolerable Acts. Compare with argument for woman suffrage. Enforcement of acts, English army in America.

3. Resistance of the colonies

Committees of Correspondence, Boston Tea Party, First Continental Congress. Call attention to the repeated order of events, English laws enacted, enforcement of laws, resistance by the colonies, repeal of the laws, new laws made. Attitude at first friendly, later unfriendly, at last hostile.

Problems

Why did the break come when it did? In what ways was young America prepared to challenge kings, princes, and lords? In what way did the colonists value their connection with the mother country up to the time of George III? Character of George III. Why did this ruler of German ancestry fail as a leader of the English people? Where did he secure his Hessian soldiers; the significance of this fact; the wisdom and fair mindedness of such English statesmen as Fox, Burke, and Pitt; reference to Pitt's speech. To what extent were the people of England responsible for the revolution (where about one of every forty Englishmen had a right to vote and the king used disreputable means to influence votes)?

4. Principal events

For general topics see Wars and Conquests in General Suggestions. Give constant attention to the influence of physical features upon armies and their success or failure.

a. First period, 1775-6

Operations about Boston and Second Continental Congress. Declaration of Independence. (Read Gordy, Appendix A: *Independence Bell*, Driggs, *Live Language Lessons, Advanced Book*, p. 81)

b. Second period, 1776-8

Washington around New York; trace on map. Around Philadelphia; trace on map. English three-fold plan for 1777; its failure. Saratoga, the turning point of the war; defeat of Burgoyne; help of France; how we returned it. Financial conditions of the colonies. Franklin, Robert Morris.

c. Third period, 1778-81

Naval operations; John Paul Jones; George Rogers Clark in the Northwest. The meaning of treason; the effect, as shown by Arnold. The war in the south. Cornwallis, Lincoln, Gates, Green, and partisan leaders. Surrender at Yorktown.

5. Treaty of peace

Terms. What the colonies gained besides independence. Contributions to American independence given by Washington and his armies; distinguished foreigners; American statesmen and financiers; the American people, including women, and the Continental Congress.

Note: The minimum lists will give names of leaders to be definitely known. Literature relating to some phase of the war should be studied; such as,

Longfellow, *Paul Revere's Ride*, Elson Reader, Book IV, p. 15

Emerson, *Concord Hymn*, Elson Reader, Book III, p. 356

Henry, *The War Inevitable*, Mace's Primary History, p. 146

Bryant, *The Song of Marion's Men*, Elson Reader, Book III, p. 291

Pierpont, *Warren's Address*, Elson Reader, Book IV, p. 387

YOUNG AMERICA FORMING A STRONG NATIONAL GOVERNMENT

1. A weak government under the Articles of Confederation Problems

Interstate trade, war debts, conflicting land claims, foreign trade relations, social and industrial conditions.

Chief features of the articles

A loose confederation, a single house of congress, one vote per state in congress, no executive, no judiciary, congress powerless, amendments almost impossible.

2. A strong government under the constitution

State lands ceded to the nation and the Ordinance of 1787. Constitutional Convention of 1787; origin of the Constitution; delegates appointed by legislatures of different states; not really representatives of all the people; only one-sixth of all males allowed to vote on any question at that time; only three to five per cent of white males actually did vote; illustrious men in the Convention; more than half of delegates college graduates; four long months of debate; debates:

a. whether representatives should be chosen by people or by state legislatures

b. whether a president or king should head the government

c. whether president, judges, and senate should serve for life or limited term

d. how judges should be chosen

e. whether states or central government should be supreme

f. whether small and large states should have the same amount of power

g. whether slaves should still be admitted into the country, "popular majorities" feared by aristocratic leaders; sectional feeling between aristocratic eastern influence and democracy of "back country," between North and South because of slavery; Constitutional Convention carried on in secret; Franklin and Mason said the delegates overlooked the importance of education in preparing people to vote; a government of "checks and balances;" fear that people would not accept Constitution; ratified not by people but by special conventions called by legislatures of different states except Rhode Island which ratified later; two states at first refused to ratify Constitution; vote in other state conventions very close; Patrick Henry, Samuel Adams, and Thomas Jefferson against ratification; difference of opinion caused beginning of two great political parties, Federalists and Anti-Federalists.

References:

Burnham, *The Making of Our Country*, Chap. VIII, Winston

Gordy, *History of the United States*, Chaps. VIII, X, XIII, XIV, Scribner

Beard & Bagley, *History of the American People*, pp. 89-94, 119-180, Macm.

Benezet, *The World War and What Was Behind It*, Scott

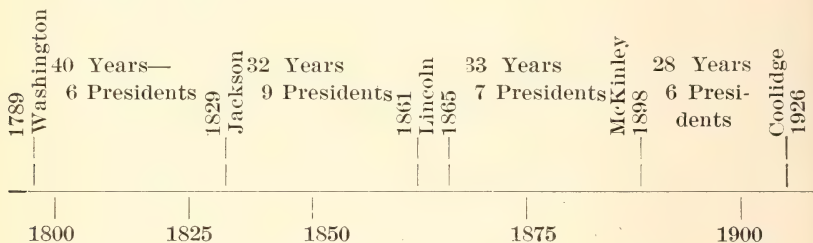
McBrien, *America First*, pp. 1-93 (Continental Congress), Am. Bk.

McMaster, *History of the United States*, pp. 206, 207, Am. Bk.

Sparks, *The Expansion of the American People*, pp. 279, 375, Scott

THE PERIOD OF NATIONAL LIFE UNDER THE CONSTITUTION, 19th Century—1789-1919

Draw a line on the board and divide it as shown in the diagram. The divisions represent the five sub-periods into which this period under the Constitution may be divided. Place such names and events along the line as pupils may be able to recall. Have pupils master the sub-periods.



Presidents are not to be studied under so many single administrations. It is better to study presidents and leaders, great state and national questions, movements and events in conveniently long periods without reference to administrative periods.

The first National Period of forty years—1789-1829

Leaders of the period

1. Name the six presidents. Where was each from? Report on their occupations, their education, their part in the Revolution and in forming the Constitution. Which served one term only?
2. Who were the other leaders? Why is each one important? Train pupils to look thru the text and available references for information wanted. Teach them how to study while listing the leaders and making notes on the important work each did.

Territorial expansion

1. Boundaries of the United States in 1789; trace on map. Who were our neighbors?
2. Territories added during the forty years. Read accounts of each purchase. In whose term? From what country purchased, terms, motives for selling to us, reasons for buying, states and parts of states included in the purchase. Trace boundaries and locate states on map. Give detailed account of Louisiana Purchase. Cession of Florida.
3. Thirteen states in 1789. Name them. Draw an arch and divide, with six states on each side of the Keystone State, Pennsylvania.

4. Compare the United States in 1789 with it in 1829 in regard to area, number of states, and neighbors.

Improvements and inventions

Name and list. Influence of each on the development of the country. Study Erie Canal, National Road, modes of travel, United States mail. Make individual assignments for class reports on James Watt and the steam engine, George Stephenson and the locomotive. Debate: Fulton has been of greater service to humanity than Whitney.

Population of the country in 1790-1830

Find the increase and increase per cent. How population was distributed, extent of immigration, of migration westward, why people came west, how they came, how physical features determined direction of migration and location of frontier settlements, from what states and into what states people came. Were there any large cities in 1829? Was Chicago settled?

Great questions

1. The slavery question. The year 1619, abolition in the North and why, Ordinance of 1787, compromises in constitutional convention, cotton gin and its effect, Mason and Dixon line. Have pupils arrange states in two columns. North and South, in order of admission. Lead them to discover that the two sides are even. A coincidence or a purpose in it? Careful study of the Compromise of 1820.

2. Shall the nation or the state be supreme in authority? Two parties, meaning of strict and loose construction. Virginia and Kentucky resolutions. New England's attitude. Arguments in connection with the Embargo and the Hartford convention.

3. The financial question. Emphasize two ideas: all debts including those of the states were to be paid in full; the money for the federal government was to be raised by indirect taxation. Hamilton worked out the money question. Explain tariff duties, and internal revenue.

Our foreign relations

1. War of 1812. Struggle for commercial independence. War desired by trading interests and even by frontiersmen whose fur trading interests were at stake. Not a struggle for democracy as were the Revolution and Civil Wars.

Touch upon the French Revolution, cause, rise of Napoleon, his military successes, the battle of Waterloo, result. Washington's proclamation of neutrality.

Interference with American commerce. Right of search. Seizure of merchantmen. Impressment of American seamen. Blockades.

Compare our method of dealing with European affairs before the War of 1812 with our method of dealing with them before the World War. Why was our policy changed?

What were the Alien and Sedition laws? First provision of the Bill of Rights in the Constitution that there should be no law "abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble." The courts decided against free speech and even against a criticism of Sedition Law itself. Compare with alien and espionage laws of 1918. Non-Intercourse Act. The presidents were for peace. Who declared war? Who were the "War Hawks" in Congress? Was the war unpopular in any part of the country? Why? Compare with the World War.

Limit study to Perry's victory, attack on Washington, the occasion which gave rise to our national song, Battle of New Orleans, what the war settled.

2. Part of the New World was conquered and settled by Spain. During this period nearly all Spanish colonies revolted and obtained their independence. In sympathy with Spain some European countries offered aid. The Monroe Doctrine. Its meaning and significance. Debate: The Monroe Doctrine has been a wise policy for the United States. Present status of the doctrine.

Development of agriculture before 1830

Nearly everyone living on farms or in small villages. Six cities of over 8000 population in 1810. Life simpler, but more difficult than in a small county seat in Montana today. Why? Settlements east of the Mississippi, work to be done. Practically all hand labor; sickle, scythe, cradle, flail, hand sowing, hoe, slow oxen, repetition of pioneer life. Log cabins, scarcity of doctors, lack of comforts, abundance of food. Chief products, opening markets. Erie Canal and river trade. Grist mills, saw mills, tanneries. Harness, shoes, wagons, etc. Cross-roads stores and "little red school house." Compare with country life in Montana today. (Cubberley, *Rural Life and Education*, pp. 7-13)

Montana during the period

Early explorations. Lewis and Clark's expedition. Leaders. Sacajawea. Trace the route going west; going east. Chief events within our state. Important camps. Have children relate the story of the first white men in Montana.

Review

Review period from topics in note books and notes on reading which children have been taught to make. Use should be made of pictures, charts, maps, illustrations, and diagrams.

EIGHTH YEAR

(Odd years, 1927-28, etc., in one-teacher schools using the alternation plan)

AIMS OF THE YEAR

1. *To trace the national life of our great democracy to the present.*
2. *To understand the ideals, institutions, achievements, and problems of our country.*
3. *To increase the power to explain situations affecting the life of our country and its people.*
4. *To further the stated aims of the course and of previous years.*
5. *To establish those ideals of wisdom and justice in action that shall ever be safe guides in the conduct of life.*

For references see list under seventh year.

FIRST HALF YEAR

THE SECOND NATIONAL PERIOD OF THIRTY-TWO YEARS— 1829-1861

The presidents

Make a list of the presidents. How many? Which ones left impress upon their time? Which two died in office? Who succeeded them? What one had two terms? Have pupils make a list of other leaders. Why is each important? "Golden Age of American Literature" and the development of popular education. Free elementary and high schools. Education for both men and women. Newspapers, magazines, and books. Representative authors, Poe, Hawthorne, Lowell, Bryant, Longfellow, Whittier, Holmes, Emerson; our journalist, Horace Greeley; and the educator, Horace Mann.

Territorial acquisitions

1. Texas. History prior to 1845. Why Texas asked admission. Any opposition to receiving her? Why?

Debate: Argument for and against the admission of Texas.

2. The Mexican cession and Gadsden Purchase. Terms. Trace boundaries of acquisitions. States and parts of states included in each. Of what value were these acquisitions to the United States?

3. The Oregon country. A question of foreign relations.

4. Number of states in 1829, 1850, 1861? Complete table. Observe the balance of power in the senate. Make use of outline maps for placing on them the boundary lines of all territories acquired up to 1860.

Industrial revolution

Why call the changes brot about by the steam engine and the introduction of steam-driven machinery the "Industrial Revolution"?

Improvements and inventions. Demands for improved methods of travel and transportation. Railroads, steamships, sleeping cars, telegraph, express business. Why should steamboats have been developed earlier than the railroad; river steamboats before ocean steamships?

Compare the speed of the early American locomotives with that of locomotives today. Machinery and inventions for the home. Reaper, thresher, separator, platform scales (Fairbanks), drill, sewing machine, Bessemer steel, vulcanized rubber, friction matches.

Population

Find the population of the country in 1830, 1840, 1860. Make note of the increase. A period of great westward migration. Influence of physical features on the trend of migration and location of first settlements. Look thru textbook and other books to find reasons for this. Recall the territory acquired during this period.

Trade with the Spanish in California. The Santa Fe Trail. What was the effect upon migration of the discovery of gold in California, and later in Montana? Crop failures, oppressive laws, and wars caused many people to leave Europe. Immigration from foreign countries. Why so many people came from Ireland and Germany. Conditions in home countries that encouraged immigration. What each class of people did when they came to America. Where they settled. Good settlers are those who quickly become Americans. What does this include? Duties of foreigners: of American citizens' making foreigners welcome. Need of restriction on immigration. Great industries' influence to secure cheap labor.

Great questions

1. Financial questions

The panic of 1837 and the conditions which gave rise to it. Was anything done to prevent another panic?

2. Slavery question

Have pupils look up all important points in the slavery story up to this period. Follow the growth in importance of this question. The rise of abolition movement, John Quincy Adams,

Garrison, antislavery literature, Mrs. Stowe, Whittier, Lowell. Fight for free speech even in northern states. Acquisition of slave territory, balance of power in the senate, essential clauses of the Compromise of 1850.

Reasons for the difference in ideas on slavery in the North and the South. Let the class represent a scene in Congress, one taking the part of Webster, another Calhoun, another Clay. Debate on the Compromise of 1850. The teacher should help children in finding material for this in library books. The Kansas-Nebraska struggle. Dred Scot, John Brown.

References:

- Burnham, *The Making of Our Country*, Chaps. IX-XII, Winston
 Gordy, *History of the United States*, Chap. XV. Scribner
 Beard & Bagley, *History of the American People*, pp. 181-254, Macm.
 Fogarty, *The Story of Montana*, Part I, Barnes
 Benezet, *The World War and What Was Behind It*, Scott
 Sparks, *Expansion of the American People*, pp. 88-269, Scott
 McMaster, *History of the United States*, p. 276, Am. Bk.

3. The question of nullification in 1832

Outline events giving rise to questions. Hayne and Webster (impersonated). Debate the question. Jackson's attitude. Clay and the Compromise Tariff of 1833. Did South Carolina nullify the tariff? Review New England's nullification of the Embargo and the Hartford Convention. Revival of the doctrine of 1860.

4. Foreign relations

With England. The Oregon country. Have pupils find discoveries, explorations, and treaties upon which claims to the country were based. Marcus Whitman and Spaulding. How the trouble was settled.

With Mexico. The Mexican War. Disputed boundary lines. Individual assignments for class reports on Taylor's and Scott's victories. Results: the boundary line was established, men trained for the Civil War, etc.

With Japan. Perry's visit and treaty.

5. The struggle for the right to vote

What are the five principles of liberty laid down in the Declaration of Independence? Arguments urged for and against suffrage. Reasons for the Dorr rebellion and its results. Struggle for "Woman's Rights." Advocates for woman suffrage, such as Garrison and Whittier; leaders among the women, such as Susan B. Anthony and Margaret Fuller. Suffrage conventions.

Development of agriculture—1830-1860

A period of transformation and rapid expansion. Introduction and use of farm machinery, mower, reaper, thresher, separator, grain drill, two horse cultivators; edge tools, platform scales, sewing machine, kerosene lamp, cook stove, friction match. Westward migration. Cotton in the South, corn and wheat, butter and cheese, some truck farming. Farming becoming more profitable. Improvements: better farm buildings, tilled land, gravel roads, many small towns, railroads extending westward, schools supplied with books. (Cubberley, *Rural Life and Education*)

Montana's history

Fur trading and fur trading posts; trappers such as Bridger; visitors to the post; Governor Stevens; local situations and conditions. Local names connected with this period.

References:

- Burnham, *The Making of Our Country*, Chaps. XIII-XIX, Winston
Gordy, *History of the United States*, Chaps. XVI, XVII, Scribner
Beard & Bagley, *History of the American People*, pp. 288-389, Macm.
Fogarty, *The Story of Montana*, Parts III, IV, V, Barnes
Sparks, *The Expansion of the American People*, pp. 279-375, Scott

THE THIRD NATIONAL PERIOD OF FOUR YEARS—1861-1865

(The Civil War, a struggle for democracy at home)

The slavery question in the history of America

Slavery a national issue. Trace the events connected with slavery up to this period. (Outline found in Gordy, *History of the United States*, p. 477). Have pupils compare the North and the South, giving their resources and their relative advantages and disadvantages. Early conscription in the South, later in the North. In what ways were the draft laws of the North unfair and undemocratic? Compare with methods used in the World War. Secession of states. The Confederacy organized. Seizure of government property. Attitude of border states and of foreign nations. Why English aristocracy took the part of the South. Why the great mass of common people took the part of the North. (See Beard and Bagley, *History of the American People*, page 406.) Russia's influence. Union plans for the war.

Study the topography of the country from the maps

Three battle grounds east of the Appalachian mountains between the two capitals. How far apart are they? What kind of country between them? West of the mountains along the rivers,

Mississippi, Cumberland, Tennessee, and about Chattanooga. Of what importance was the location of this city? The influence of physical features upon location. Activity and movements of armies should be constantly explained.

Causes, remote and immediate; events, conditions, important men

Stress the following points in class periods: location of the great armies, Grant's and McClellan's parts in the war, the Merrimac and the Monitor, Emancipation Proclamation, what the issuing of the document meant, the effect upon Europe. Were all slaves freed by it? Gettysburg and Vicksburg, turning point of the war, 1863, Grant and Lee the great leaders. Sherman's march, meaning of the "Sixty miles in latitude, three hundred in the main," in the song "Marching Through Georgia." Lee's surrender. What were the terms? Career of Grant during the war.

Problem: What were six of the most important engagements of the war? Justify your answer. Which of the great generals served in the Mexican War? Had any served in the War of 1812? Have pupils make a short list of the commanders-in-chief on each side and the principal engagements in which each fought. For the North: Scott, McClellan, Halleck, and Grant. For the South: J. E. Johnston and Lee. Greatest generals. For the North: Grant, Sherman, Thomas and Sheridan. For the South: Lee, Jackson, J. E. Johnston and Longstreet. Include Ericsson and Farragut in the list.

Lessons to be drawn from the war

Great bravery and heroism displayed, great civil and military leaders developed on each side, the youthfulness of the men in the war. Bring out the two greatest results, the preservation of the union and the freedom of the slaves. Cost of the war in loss of life, disabled men, ruined homes, destruction of property, and expenditure of money. Who paid the Confederate war debt? Compare costs and results of the war. Show that it was worth the sacrifice.

What services did women render during the war? Relief associations. The work of Clara Barton. Effects as seen in the Red Cross work during the World War.

Expansion and agricultural development

What three new states were added during the period?

Study the Homestead Law of 1862. How have Montana homesteaders been affected by it? The Morrill Land Grant Bill (1862) and the establishment of agricultural colleges.

Great questions

1. How the seceding states were received back into the Union

Limit study of the reconstruction question to the programs adopted by Congress. When were the states readmitted? Rise and fall of the "carpetbaggers." Compare reconstruction problem to problems after the World War. A period of political misrule and graft. Government controlled by bosses and special privileges.

2. The negro question

Pupils should learn such main facts as: negroes were free, ignorant, lazy, almost helpless. Many became lawless. Southern states passed laws to control them. Congress interfered. Amendments freed the slaves and made the freedmen citizens. United States troops protected them. In most Southern states negroes and carpetbaggers got control of the government. Southern white man tried to force them out of power. Troops were finally withdrawn and negro rule ended. Why the negro does not now vote in some parts of the south. Why the southern white people are now allowed to settle their own negro problems.

3. Negro education and schools

Hampton and Tuskegee Institutes. Booker T. Washington. Practical vs. classical education for the negro. Movement for better rural schools for negroes.

Poems, songs and speeches

Howe, *Battle Hymn of the Republic*

Whitman, *O Captain! My Captain!*

Finch, *The Blue and the Gray*

Lincoln, *Gettysburg Address*

Lincoln

Why is Lincoln looked upon as one of the great figures of history? What difficulties did he meet in guiding the nation thru the war? What lessons by words and deeds for citizenship in a democracy did he teach? Study his life and his addresses—*Gettysburg Address*, *Second Inaugural Address*.

References:

- Burnham, *The Making of Our Country*, Chaps. XIX-XXIV, Winston
Gordy, *History of the United States*, pp. 299, 371, Scribner
Beard & Bagley, *History of the American People*, pp. 390, 441, Macm.
McBrien, *America First*, pp. 129-194, Am. Bk.

SECOND HALF YEAR**THE FOURTH NATIONAL PERIOD OF THIRTY-THREE YEARS—
1865-98**

(The new union)

Presidents and other leaders

Have pupils prepare a representative list of names including foreigners. For minimum list, see famous men and women at the close of the outline. For what is each noted?

National expansion and acquisition of territory

Alaska purchased. Locate. How acquired? Value to our country. Have pupils make a list of the states admitted. What territories remained in 1898? Locate each. Each pupil should have a small outline map of the United States, with state boundary lines. The abbreviated names and date of admission for each state should be indicated. (Do not memorize). Use different colors for different periods. When was Montana admitted?

The growth of industry

In what ways the Civil war stimulated manufacture in the north. Compare with the World War. Increasing demands for iron, steel, and coal. Development of canals and railroads. Capt. Eads and the deepening of the Mississippi; Union Pacific and other western railroads. Atlantic cable, bicycle, Pullman car, automobile, telephone, gas, electric lighting, electric railway, phonograph, X-ray, typewriter, power-loom, airplane. Increasing production of gold and copper in Montana and other parts of the West. Irrigation in western states. What has been done in Montana? Development of textile industry. Services rendered by the inventors such as Edison.

Results of the industrial development seen in the development of export trade, growth of cities, increase in poverty, child and woman labor, waste of natural resources. Panics in 1873, 1892-3. Both evil and good follow industrial expansion.

Development of agriculture—1860-1898

An era of agricultural expansion. Homestead laws of 1862 and 1864. Before 1890 nearly one and one-half million quarter sections were taken up by homesteaders, an area six and one-half times as large as Illinois. Increased immigration of foreigners. Western farming states admitted. Shipment of wheat, corn, cattle, meat. Factors contributing to the improvement of farm machinery. Inventions that helped farmers: sulky plow, binder, roller mills, refrigerator cars, cold storage, Babcock milk tester, cream separator, steam-driven gang plows. Breeding live stock. Seed selection. Building homes and improving farms. Increase in value of farm property. Effects of cityward migration. Saving farm labor. Hatch Act of 1887 providing for agricultural experiment stations. State and national Departments of Agriculture (1862). What each of these has contributed to the education of the farmer and to scientific agriculture. (Cubberley, *Rural Life and Education*).

Problems

1. In what ways did the growth of farms help manufacturing of all sorts?
2. In what way did railroads help agriculture and increase the demand for steel products?
3. Give other illustrations to show the effect of one industry upon another.

Census for each decade

Note the growth. When most marked. Foreign immigration and importance to the United States. Bureau of Immigration established. Coming of Scandinavians and Chinese after the Civil War; from the south and east of Europe after 1885. Reasons for coming, places they settled and kinds of work done by those from each country or region. Should our immigration laws be stricter? Present immigration law. Attitude of big industries, steamship companies, organized labor, patriotic and disinterested Americans toward immigration. Description of immigrant stations, like that on Ellis Island. Did any of your friends or relatives come to this country during this period? Were there any special reasons for their immigration? Make some comparisons such as Chicago in 1871 and 1893.

Foreign affairs

To remind children of the relation of the world's history to our own, mention some foreign events. Franco-Prussian War, injustice of it and results which led to World War. Explorations in Africa and subsequent scramble for territory. Northwest boundary line established. When in Montana. Chinese immigration on our western coast.

Some affairs at home

Standard time adopted. Changes made slowly in the country. Compare with the daylight saving law. Weather Bureau and how it helps the farmer. Reduction in postage. Pensioning of soldiers extended. Australian ballot system. Interstate commerce regulations. World's fairs and centennials. Bureau of Education established. Value to the people.

Montana history

The first settlers, Montana a territory. Soldiers in Montana. Sioux War. Custer's last stand. See newspapers and current event papers concerning the fiftieth anniversary of the Custer Massacre held on battlefield June 25, 1926. Development in the state, extension of railroads, and an explanation of their location; mining, farming, stock raising. Montana becomes a state. Territorial and state governors. Permanent Indian reservations. Farming and schools among the Indians. Significance of some names of Montana counties, cities, rivers, etc. Emphasize local history. Have pupils learn all they can of local history from old settlers. Have them write it up for the language class and keep on file in the library for future classes.

References:

- Burnham, *The Making of Our Country*, Chaps. XXIV, XXV. Winston
Gordy, *History of the United States*, Chaps. XXI, XXII, Scribner
Beard & Bagley, *History of the American People*, pp. 442, 538, Macm.
Fogarty, *The Story of Montana*, pp. 120-248, Barnes
Sparks, *Expansion of the American People*, pp. 419-438, Scott

THE FIFTH NATIONAL PERIOD—THE LAST TWENTY-EIGHT YEARS—1898

The great leaders of this period

Among others include, in the list pupils make, Burbank, Audubon, Jane Addams, Goethals, Edison, Carnegie, Wilson,

Pershing, Lloyd-George, Foch, Joffre, Clemenceau. Leaders in agriculture, invention and education as well as political leaders should be included. Our governor.

States admitted during this period

Are there any territories today? Island possessions secured. Have pupils make the list. How obtained and why. Locate on map.

Inventions and improvements

1. Electric power transmitted to distant points. Extensive use of electricity. Edison and his achievements.

2. Development of water power at Niagara, Keokuk, Iowa, and at Great Falls. Value to factories, mills, electric plants, etc.

3. Panama Canal. How constructed. (See Geography curriculum.) First attempts at building. Agreements made as to the collection of tolls. The canal zone made healthy. The employment of many workmen led by Colonel Goethals. Description of the canal lock. Show that the canal is worth its cost. Why foreigners have equal rights with American merchantmen in its use. See Beard and Bagley, *History of the American People*, p. 593. for treaty which we held sacred even tho it was to our great disadvantage.

4. Wireless telegraphy, radio, flying machines, modern printing press, submarine, torpedo boat, long range guns, interurban. moving pictures, roller flour mills, concrete building material. color photography partially developed, air mail service. Farm machinery and mechanical devices to make house work easier.

5. Urbanization of rural life in the East and Middle West. New conveniences: telephone, rural mail, parcel post, elevators, voting machines, electric light, furnace, gasoline engine, windmill, modern tractor, bathroom, septic tank, modern furniture, kitchen conveniences, phonograph, automobiles, moving pictures. How many of these have come into your community? Boys' and girls' clubs and present food problems. Commercial large scale farming and intensive small scale truck farming. Where?

6. Explorations by air:

(1) Circumnavigation of the globe by air. Expedition led by Lieutenant Smith. Flyers called "Magellans of the Air." Compare with Magellan's expedition by water in regard to route,

time required, hardships, etc. See magazines, newspapers, and current event papers of summer 1924 for data concerning this topic.

(2) Commander Richard E. Byrd only arctic explorer to reach North Pole by airplane. See magazines, newspapers, and current events papers (1925) for data concerning flight.

Population of the United States

Immigration to our country during the period. From where. Why they came. Westward movement of population. To and from what states. Iowa had fewer people in 1910 than in 1900. Why? Growth of cities. Do more people today live in the city or in the country? What were the conditions formerly?

Naturalization and restrictions on immigration. Who is an alien? Rights of a naturalized citizen not granted to aliens. Our duty in helping foreigners to become Americanized. Americanization schools for foreigners.

Affairs at home

1. Great expositions and their value

Report of a visit to one of them by some one in the community.

2. Our great disasters

Sympathetic response of the people. Relief given by the Red Cross. Safety first program.

3. Polar discoveries

Atlantic fleet around the world.

4. Sixteenth, seventeenth, eighteenth, and nineteenth amendments to our constitution

Growth of the national prohibition movement and passage of an amendment by Congress. Enforcement of Volstead Act. Pure Food and Drug Act.

5. Regulation of railroad rates

Interstate Commerce Commission. Rapid movement of freight. Trusts and attempt at their regulation. Government management of railroads and means of communication.

6. Woman suffrage

Number of states that adopted it. Ratification of the Federal Amendment. Reasons for universal suffrage in a democracy.

7. Rise of the Red Cross

Clara Barton and her work. American Red Cross society organized. What is its motive? Its work in peace. Its efficiency in the World War.

The influence of the west on American history

The growth of direct democracy in the West. How the West caused inventions to spring up, steamboats, railroads, canals, harvester, thresher, tractor. The Homestead Law, its results. The "bold of heart" go West. Land grant colleges, experiment stations; their influence on farming. Short courses for farmers, boys' and girls' clubs, the county agent, as direct outgrowth of these institutions.

Montana since 1900. The question of irrigation, of dry farming and of forestry. What is our state doing to solve these problems? What part our country has in their solution.

Foreign relations

1. United States recognized as a world power

The Hague Tribunal. What use has our country made of this court? Germany's violation of all international laws to which she subscribed.

2. Spanish-American War

Dewey's victory. Germany's attitude at that time. England's attitude. Effect of the war upon our country. Our present relations with Cuba. Improvements in the Philippines since the war. Education the great gift of America to the Philippines. America's promise of self-government. Are the Philippines ready for independence?

3. Our relations to the Orient

China and the "open door" policy. Influence of our country in securing it. Changes which took place in Chinese government. Chinese first for a democracy. Russo-Japanese War and our country's part in bringing about peace. Our relations with Japan. Japanese exclusion act.

4. Our southern neighbors

Mexican situation. Principal characters in the struggle. The land question and the question of education. The wealthy own the land. Illiteracy is very high. Greed of a few Americans a cause of Mexican suspicion. Germany's part in encouraging dis-

cord. How the United States can help Mexico. Policy of non-intervention. Growing commercial relations between North America and South America. Our relations with Haitian republics. Purchase of the Danish West Indies.

World War

1. Causes

Leading one nation after another into the struggle. List the nations. Their location. Danger of secret treaties. Even during the war France, England, and Japan entered into further secret treaties.

2. American neutrality

President Wilson's proclamation. Our trade relations with the allies and their accompanying difficulties.

3. Why America entered the war

War against the German government or against the German people? Why? Sinking of the *Lusitania*, Belgian neutrality violated. Disregard for all international laws.

4. The German autocracy

Rule of the emperor and a small number of Junkers. Alsace-Lorraine taken from France. Germany's warlike feeling and preparation for war since 1871. Her system of education planned to aid her ambitions. Her dream of world power.

5. Character of the war

The millions of men engaged. The battle line of democracy. The Italian front. Capture of Jerusalem. Location of important war areas and places on maps: Picardy, Verdun, Chateau-Thierry, Argonne, Flanders, Alsace-Lorraine, Armenia, etc. The more important regions should be known. Features which characterize the war as different from all previous wars listed and explained. Enormous preparations. Important engagements. Leaders in the conflict. Recent changes in Russia.

6. Our democracy at war

Comparison of our preparation with Germany's. The selective draft law. Call for contributions and war taxes. Liberty loans, relief funds, Red Cross work, Y. M. C. A., Y. W. C. A., K. C., Salvation Army, War Savings Stamps and lessons in thrift. The government's war program in supplying food, money, and soldiers. Favorable legislation. Response from the American

people. National control of food, fuel, and other commodities. Accumulating cost of the war, life, money, sacrifice. Unscrupulous politicians and war frauds.

7. American aims in the war

Opportunities America had to lead world into a policy of international justice. The League of Nations and the Treaty of Peace. The President at Versailles. The Council of Four. The Peace Treaty made in secret. United States rejection of the treaty. Important provisions of the treaty. Treaties with other central powers. Geneva as the League capital. New countries. Postwar conditions in Europe. To date war apparently no solution of the way nations shall deal with each other. Arms limitation conference in Washington in 1921. Conference at Lausanne in 1922-23 over Near Eastern questions. Recovery by Turks of their military strength. Further trouble over German reparation. French occupancy of the Ruhr.

8. After the world war

Tremendous debt following World War. Ninety-six per cent of all federal expenses in the United States for wars. Period of public extravagance and business depression. Problem of creating respect for law enforcement.

References:

- Burnham, *The Making of Our Country*, Chaps. XXIX, XXX, Winston
 Gordy, *History of the United States*, Chaps. XXIII, XXIV, Scribner
 Beard & Bagley, *History of the American People*, pp. 539-633, Macm.
 Benezet, *The World War and What Was Behind It* (selected chapters), Scott
 Fogarty, *The Story of Montana*, Part X, Barnes
 McBrien, *America First*, pp. 195-258, Am. Bk.
 Sparks, *Expansion of the American People*, Chap. XXXVI, Scott

American problems for the future

Should America actively co-operate in world affairs? Is it humanly possible to carry on international affairs peacefully? Can war be eliminated? How eliminate illiteracy? How prevent continued struggle between capital and labor? Shall cost of living be reduced and how? How can farming be made as profitable as other industries? What is the right policy toward immigration? Shall the federal government participate in the promotion of public education? What will be the result of the various "bloes" in Congress? How can this country be made a better one in which to live?

"Unless this country is made a good place for all of us to live in, it won't be a good place for any of us to live in."—Roosevelt.

MINIMUM ESSENTIALS

Some objective facts representing minimum essentials which should be definitely known when the course is completed:

1. Battles

Essential facts of

Quebec	Bunker Hill
Saratoga	Perry's Victory
Yorktown	Merrimac and Monitor
New Orleans	Capture of Vicksburg
Bull Run	Manila Bay
Gettysburg	Verdun
Lexington and Concord	Chateau-Thierry
	Argonne

Merely mention or read accounts of others.

2. Constitution of the United States

Its seven divisions, preamble, last five amendments, three departments of government, two houses of Congress, powers of each, character of our government—a democratic republic.

3. Compromises and laws

Three constitutional compromises	Magna Charta
Bill of Rights	Stamp act
Alien and sedition laws	Tax on tea
Embargo and non-intercourse acts	Hamilton's tariff
Fugitive slave law	Compromise of 1820
Kansas-Nebraska act	Compromise of 1850
Chinese exclusion law	Homestead law
Interstate commerce act	Underwood tariff
Naturalization law	Pension law
Pure food and drug act	Income tax law
Smith-Hughes act	

4. Dates

Important only in so far as they are vital to the life of the nation. Give accurately the important historical fact or event connected with each of the following:

1000	*1607	*1776	*1789	1812	*1861	1898
*1492	1619	1781	*1803	*1820	*1863	1914
1519-21	*1620	*1787	1804-06	1850	1889	1917

*The dates starred have been called the *ten important dates* in our history, and the events connected with them the *ten greatest events*.

5. Famous men and women

Limited to those whose main achievements should be definitely known:

Bible Characters

Abraham	Daniel	Samson
Jacob	Solomon	Ruth
Joseph	Samuel	Jesus
Moses	David	Paul

Oriental Nations

Confucius	Cyrus	Darius	Mohammed
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Greeks

Homer	Pericles	Alexander
Leonidas	Socrates	
Hereules	Ulysses	

Romans

Romulus	Hannibal	Galileo
Cincinnatus	Cicero	St. Augustine
Horatius	Virgil	Constantine
Julius Caesar	Justinian	The Gracchi

Northern Europe

Gutenberg	William Tell	Bismarck
Beethoven	Luther	Tolstoi
King Canute	Peter the Great	Wilhelm II
		Amundsen

Southern Europe

Marco Polo	Queen Isabella	Mussolini
Michael Angelo	Marconi	

French

Charlemagne	The Jesuits	Clemenceau
William the Conqueror	Napoleon	M. Curie
Joan of Arc	Pasteur	
Louis the XIV	Joffre	
	Foch	

British Isles

Robert Bruce	Raleigh	Florence Nightingale
Robin Hood	Sir Isaac Newton	Livingstone
King Arthur	William Pitt	Robert Louis Stevenson
King John	St. Valentine	General Haig
Cromwell	Sir Francis Bacon	David Lloyd George
Milton	Edmund Burke	
Queen Elizabeth	Queen Victoria	
Shakespeare	Gladstone	

Early People of America

Cave, Cliff and Tree Dwellers	Massasoit	Blackfeet Indians
Mound Builders	The Iroquois	Sacajawea
Eskimos	Hiawatha	Tecumseh
Samoset and Squanto	The Sioux	Pontiac
Pocahontas	Flathead Indians	Chief Joseph
	Crow Indians	
	Shoshone Indians	

Finding the New World

Leif the Lucky	Magellan	Champlain
Columbus	Cortez	Marquette and Joliet
Cabot	DeSoto	Hudson
Vespucius	Ponce de Leon	LaSalle
Balboa	Cartier	

Making Homes in the New World

John Smith	Thomas Hooker	Huguenot
Miles Standish	William Penn	Cavaliers
John Winthrop	Patroons	Oglethorpe
Roger Williams	Lord Baltimore	

Conflict and Struggle for Supremacy

James Otis	Patrick Henry	Benedict Arnold
Montcalm and Wolfe	Franklin	General Green
George Rogers Clark	Washington	Cornwallis
Daniel Boone	Burgoyne	Robert Morris
John Hancock	Betsy Ross	George III
Samuel Adams	Lafayette	

Forty Years, 1789-1829

Jefferson	Lewis and Clark	Clay
Madison	Zebulon Pike	Webster
Monroe	Captain Perry	Calhoun
John Jay	Eli Whitney	
John Marshall	Robert Fulton	

Thirty-two Years, 1829-1861

Kit Carson	Whittier	Horace Mann
Jackson	Lowell	Horace Greeley
Longfellow	Bryant	McCormick
Hawthorne	General Scott	The Mormons
George Bancroft	Sam Houston	Elias Howe
Poe	Garrison	Samuel F. B. Morse
Holmes	Wendell Phillips	Audubon

Four Years, 1861-1865

Harriet Beecher Stowe	Lincoln	Sherman
Douglas	Grant	Clara Barton
John Brown	Stonewall Jackson	Sidney Edgerton
Chief Justice Chase	Jefferson Davis	Robert E. Lee
	Admiral Farragut	

Sixty-one Years, 1865-1926

General Custer	Roosevelt	Woodrow Wilson
Cyrus W. Field	Jane Addams	Pershing
Frances Willard	Admiral Dewey	Hoover
Cleveland	Goethals	Harding
Burbank	Edison	Coolidge
William McKinley	Carnegie	

6. Growth and expansion of the United States**7. Inventions and discoveries**

alfabet	sewing machine	cream separator
printing	grain elevator	gasoline engine
steamboat	cable	flying machine
cotton-gin	wireless	submarine
locomotive	phonograph	moving picture machine
telegraph	vulcanization of rubber	torpedo boat
ether	power loom	long range gun
harvester	electric light	radio

8. Panics and hard times: 1837, 1873, 1893, 1907, 1923**9. Political parties**

Federalist	Whig	Prohibition
Democratic	Republican	Socialist
		Farmer-Labor

Party platforms of 1860 and last presidential election.

Candidates nominated, elections won, years in power, chief beliefs of each party.

10. Places

Locate and give essential facts.

Annapolis	Jamestown	Sparta
Appomatox	Lexington	The Hague
Arcadia	London	Tippecanoe
Athens	Manila	Troy
Berlin	Marathon	Valley Forge
Boston	Mt. Vernon	Vicksburg
Bull Run	New Orleans	Washington, D. C.
Bunker Hill	New York	Waterloo
Carthage	Paris	West Point
Constantinople	Philadelphia	Yorktown
Ft. Sumter	Richmond	
Genoa	Rome	
Gettysburg	Santa Fe	
Hastings	Saratoga	
Helena	Shenandoah	

CIVICS

GENERAL SUGGESTIONS

AIMS IN TEACHING CIVICS

1. *To acquaint children with those simpler facts of our democracy that promote intelligent citizenship.*
2. *To encourage good habits of living.*
 - a. *By causing children to realize their responsibility to one or more social groups.*
 - b. *By providing such motives as lead to right conduct.*
3. To develop love of country and a sincere respect for all mankind.

CITIZENSHIP IN A DEMOCRACY

A course of study in true citizenship seeks to direct attention to those phases of our government—local, state and national—that make for intelligent, loyal, participating American citizens. To be an intelligent citizen one needs to know his civic rights and duties, and his civic relations to his community, county, state, and nation. One needs to be intelligent in political and other public gatherings and at the polls. One also needs ability to understand public questions and to judge public problems and policies outlined from the platform and in the press. To be a loyal citizen one needs to feel a deep sense of responsibility as a citizen and a voter, and to realize that *loyal service* is the natural and right ideal for all citizens in whatever position in life they may be found. To be a participating citizen one needs to live the life of a good citizen by sharing the responsibilities as well as the benefits of government. One cannot be a good citizen in a democracy without being good for something. By pursuing such a vitalized course of study the child is led to a realization of our great democratic ideal of true citizenship.

CHARACTER AND CITIZENSHIP

A curriculum in morals is not given in this course of study, as the teaching of morals should not be separated from life situations. Talking about truthfulness, self-control, respect, or any other virtue is practically a waste of time unless taken in a natural setting. It is not knowledge of moral conduct that children need but ideals, attitudes, and habits. Attitudes and ideals are created and habits are established by determining right from wrong and by practicing virtuous acts.

Bonser, in *The Elementary School Curriculum* says:

"In order to show that the projects distributed thru the curriculum provide inherently for the development of the qualities of citizenship, it is necessary to list these qualities in some detail, uninteresting as such an enumeration may be. It is recognized that such a listing, apart from the activities in which these qualities are inherent, smacks of cant. This very remoteness of these qualities and the feeling of aversion they arouse in us when dissociated from life situations, help to emphasize the necessity of developing them as a part of the situations in which they operate. The only way in which to develop qualities of citizenship is to be a citizen. But it is necessary to have a check to which reference may be made from time to time to stimulate attention and to avoid neglect."

With Dr. Bonser's last statement in mind, attention is called to the following qualities and activities which should receive attention in connection with concrete situations in school work as well as in the home.

Health

Good health is a personal as well as a social obligation and should be taught as such. The sick are a burden on some one; they are not taking their share of the family's, school's, or world's work. Preventable sickness and preventable accidents should be regarded as a sin, the result of selfishness, ignorance, indolence, or stupidity. Health, a characteristic of good citizenship, should be taught in connection with hygiene, current events, community civics, and in opening exercises.

Manners, social usage, hospitality

Attention should be given to polite expressions in personal relations, what to say in passing in front of one, orderliness in crowds, boys' etiquette towards girls, thoughtfulness of elders, details of table etiquette, making guests feel at home, directing strangers, ways to introduce people, writing notes of invitation, acceptance, regrets, congratulation, and sympathy as well as attention to certain bad forms such as whispering in company and chewing gum. Many of these characteristics are a part of the co-operative management of the school, others relating to table manners such as eating slowly and quietly may naturally arise in connection with the noon lunch and still others should be a part of the upper grade language work.

Kindness, thoughtfulness, unselfishness

The school has plenty of opportunities to teach consideration of others' rights and feelings, the spirit of sharing, kindness and thoughtfulness toward those in trouble, helpfulness at home and in school, kindness to animals, generosity, good humor under difficulties, magnanimity, tolerance of the mistakes of others, a gracious and sympathetic manner. Many of these traits are incidentally mentioned in the language outline for the first four grades. The poems *I Love You Mother*, *Somebody's Mother*, and the stories *The Elves and the Shoemaker*, *Snow-White and Rose-Red* and *How the Camel Got His Hump* give opportunity for teaching the above mentioned virtues in the lower grades. The suggestions for writing friendly letters in the language course, the life of Dr. Grenfell in Labrador, and numerous history topics may be used to teach unselfishness and magnanimity; such as Lee's surrender; the sinking of the Titanic; lives of Florence Nightingale, Clara Barton, Frances Willard, Jane Addams, Booker T. Washington and others.

Honesty, dependability, fair dealings

Children should daily have before them the importance of keeping a promise, trustworthiness, openness and frankness in demeanor and movements, returning things borrowed and found, avoidance of exaggeration, way to take defeat, good sportsmanship, promptness in keeping appointments, punctuality in getting work done and in arriving at school, church, or entertainments, and should have cultivated contempt for evasion or concealment and disdain of cheating. They should appreciate the personal injury to oneself from slighting one's work, from taking advantage of a railroad company, county, state, or nation or from failure to speak and act the truth at all times. The dramatization of *Epaminondas*, the story of Hubbard's *A Message to Garcia*, Holland's *The High Court of Inquiry*, Heman's *Casabianca*, and the lives of Washington, Lincoln, Nathan Hale and the historical account of the United States' returning to China the Boxer indemnity money give opportunities to teach these ethical truths.

Obedience, respect, reverence, humility

Obedience to laws (even those with which we may not be in sympathy), obedience to parents and teachers, obedience to the rules of a game, respect for the opinions of others and for

others' property, respect for expert knowledge and ability, gratitude for one's blessings, reverence for all things religious, humility as a sign of greatness, modesty at one's success and ability, respect for one's parents no matter how few opportunities they may have had are all traits which there are almost daily opportunities to develop. The injury to oneself as well as to one's neighbors from defacing public property, marking buildings, or trespassing in forbidden places, respect for the enforcement of the Eighteenth Amendment and the duty of obeying all laws should be stressed. Study of poems such as Longfellow's *The Legend Beautiful* and *King Robert of Sicily* and pictures such as Boughton's *Pilgrims Going to Church* and Millet's *The Angelus* afford opportunity for teaching these virtues.

The words of Lincoln carry a particularly significant exhortation to teachers of the elementary grades:

"Let reverence for the law be breathed by every mother to the lisping babe that prattles on her lap; let it be taught in schools, seminaries, and colleges; let it be written in primers, spelling books, and almanacs; let it be preached from pulpits and proclaimed in legislative halls, and enforced in the courts of justice; let it become the political religion of the nation."

Self-control and temperance

Control of one's temper, thots, words, and actions should be developed every day. Self-control under slight pain and contempt for the chronic complainer should be emphasized. Temperance in regard to strong drink, smoking, and eating needs attention. Courage to resist temptation and indulgence should be put in the same class with other types of courage which are more conspicuous.

Loyalty, patriotism, co-operation

Loyalty to country, community, school, family, friends, neighbors, defense of a friend's good name, co-operation in improving the home, school, community, the principle of "team-work," co-operation in securing good laws and getting what laws we have enforced are all characteristics of a good citizen. Boy Scout books should be read and discussed. The school readers and histories abound with illustrative material: (1) poems, *Barbara Frietchie*, *Excelsior*, *Paul Revere's Ride*, *The Flag Goes by*, *Concord Hymn*, *Warren's Address*, *Old Ironsides* and many others;

(2) stories, *The Man Without a Country*, *The Perfect Tribute*, *A Dutch Boy Fifty Years After*, *The Promised Land*, *He Knew Lincoln* and scores of others.

Thrift and industry

This should include the dignity of labor, saving for the future (education, home, those dependent on us, sickness, old age), saving versus hoarding, methods of saving, industry in work (for oneself, for others, for county, state, nation), pride in work well done. Lives of Franklin, Edison, Burbank, Lincoln, Garfield, John Wanamaker and many others illustrate these characteristics.

Courage, perserverance, self-reliance

Perseverance in school work, endurance in games, courage to stand by convictions, unwillingness to accept "they say" without verification, thinking, choosing, and acting for oneself, willingness to seek and take advice, courage to venture, judgment in differentiating between courage and foolhardiness are characteristics for which the school should feel its share of responsibility. *The Little Steam Engine*, the story of the brickkiln in *Up From Slavery*, *Story of David and Goliath*, *The Leak in the Dike*, *Concord Hymn*, *The Pilgrim Fathers*, Joaquin Miller's *Columbus*, Grenfell's *Adrift on an Icepan*, lives of Helen Keller, Lincoln, Columbus, Washington, and Roosevelt illustrate these ethical lessons.

Interest in government

Boys and girls should thruout their work in current events, history, and civics have constantly developed an attitude of open-mindedness to both sides of a question, support of those trying to enforce laws, interest in candidates for election, respect for personal qualities of honesty, strength of character, intelligence, successful personal and business records of would-be leaders, as well as contempt for graft and serious concern for the deplorable lack of interest in public affairs manifested by many citizens. The school has no more important duty than this. If history teaches lessons for the future we should heed West, the historian, who has warned us of the need of applying moral principles in public affairs in these terse words:

"Thus Rome's wars had demoralized Roman society. They had corrupted the morals of the citizens, and had created extremes of wealth and poverty. Quick-won and unlawful wealth lowered the moral tone still further. So did extreme poverty.

"With this moral decline came political decay. In theory the constitution had not changed; but really it had become a plaything for factions of ambitious and degenerate politicians. Old ideas of loyalty, obedience, regard for law, self-restraint vanished."

An English poet expressed the same thought in regard to a similar lack of moral stability almost two thousand years later in his own country. These lines may apply to any nation that disregards character training as a prominent part of its school and home education.

"Ill fares the land to hastening ills a prey,
Where wealth accumulates and men decay!"

PRACTICE IN CITIZENSHIP

The quality of adult citizenship depends largely upon the attitudes, ideals, and responses that have become habituated during the years when the individual was still in the habit-forming period. It is therefore essential that the teacher make definite provision for practice that shall result in the formation of proper social habits while the children are still in school.

The school a civic community

The school is a little society in which the young citizens should have the opportunity of participating in school government under the guiding hand and personal influence of a capable teacher. Daily practice in citizenship leads to a controlled and regulated adult life. Obedience to higher authority, control of self, and right direction of others springs from participation in school affairs.

Schoolroom activities

Such a conception of continuous training for citizenship in the school community makes good schoolroom order comparatively easy. The young citizen who has covered his desk with ink or the floor with paper and mud feels it his duty to remove the public nuisance. The noisy, quarrelsome citizen, like the man on the street, must cease his disorder or be brought to trial. A group of good citizens bears witness to a playground incident which enables the teacher to give the offender a square deal. Where there is poor order, with children doing as they please, there is usually a teacher whose example and influence tend to undermine society and good government. Where the spirit of the school is out of tune with good citizenship, knowledge of civil government gained from books or in class can be of little value.

Class instruction must find expression in good deeds. The vital factor in the teaching of civics is active co-operation between pupils and teacher in the management of the school. A school is easily governed where the members of the school work together, where a fine school spirit prevails, and where pupils live the lives of young citizens.

Citizenship league

The formation of a Little Citizens' League for which an outline is provided on the last pages of the eighth grade civics course of study not only furnishes an opportunity for practice in making laws which shall benefit the social group concerned, but it also provides for the enforcement of these laws. The value of this latter point, obedience to the laws which they themselves have made, cannot be overestimated in forming the proper attitude on a matter of such vital importance in our national life today. Edith L. MacNaughtan has described in *The Journal of Educational Method*, June, 1924, how such a self-government project functioned in the seventh grade of the Irving School in St. Paul Minnesota.

THE FLAG

"Of all the signs and symbols since the world began there is none other so full of meaning as the flag of this country. That piece of red, white, and blue bunting means five thousand years of struggle upward. It is the full-grown flower of ages of fighting for liberty. It is the century plant of human hope in bloom.

"Your flag stands for humanity, for an equal opportunity to all the sons of men."

ALVIN M. OWSLEY.

Authentic code of flag etiquette

The National Flag Conference which met at Washington, D. C., on June 14, 1923, drafted and adopted a code of flag rules, suggested a change in the pledge of allegiance to the flag and urged that the Star Spangled Banner be universally recognized as the national anthem. While the adoptions of the conference have not received official government sanction, they are widely accepted thruout this country. It is therefore recommended that the teachers of Montana do their part in the program of instruction involved. For complete issue of the adopted code send for the folder entitled: *The Flag, How to Display It, How to Respect It*, to Director, National Americanism Commission, American Legion, Indianapolis, Indiana.

Displaying the flag at school

In good weather the flag should be raised in the morning when school opens, and it should be lowered when school closes in the afternoon. Raising and lowering the flag may be attended by a ceremony similar to the one used in the United States service. A color guard of three deserving boys and girls may be chosen by the Little Citizens' League previously mentioned. It should be regarded as a mark of distinction to be thus chosen. One of the guards may lower the flag, and the other two should then step forward to receive it and fold it neatly into a three-cornered bundle. The colors must not be allowed to touch the ground. When the flag is properly folded, one carries it away, guarded by the other two.

When a flag is displayed within the schoolroom, it should not be draped but should be flat against the wall.

Showing respect for the flag

The children should be taught to face the flag when it is being raised or lowered, or when it is passing in a parade. They should stand at attention and salute. The boys should remove the headdress and hold it at the left shoulder. The girls should salute by placing the right hand over the heart. The evidence of lack of respect to the flag in almost any adult audience indicates that instruction on this point is highly essential.

The pledge of allegiance

The change in the wording of the pledge of allegiance to the flag should be noted and should be so taught. The revision reads: "I pledge allegiance to *the Flag of the United States* and to the Republic for which it stands, one nation, indivisible, with Liberty and Justice for all."

The Star Spangled Banner

Children should learn to sing the Star Spangled Banner, and should be taught to stand at attention and to salute when they hear it being played. The late President Harding, in a brief address to the National Flag conference said: "Don't you think we ought to insist upon America being able to sing the Star Spangled Banner? Somehow, I would like the spirit of American patriotism and devotion enabled to express itself in song. I hope you will include it in your code as one of the manifestations of reverence to the flag."

Recent stirring prose selections for Flag Day observance:

Théodore Roosevelt, *The Fight for Americanism*

Millicent Shubert, *Why I am an American*

Elias Lieberman, *I Am an American*

Franklin K. Lane, *The Makers of the Flag*

(These selections are found in Lewis and Rowland's *Silent Readers*, Eighth Reader)

References:

The Connecticut Flag Day Manual gives the following list of books containing material on the history of the flag, stories concerning it, and suggested exercises:

Abbott, *Dramatic Story of Old Glory*, Boni

Canby & Balderston, *Evolution of the American Flag*, Ferris

Harrison, *The Stars and Stripes and Other American Flags*, Little

Holden, *Our Country's Flag and Flags of Foreign Countries*, App.

Ide, *History and Significance of the American Flag*, Ide

National Geographic Magazine, Flag Number, October, 1917

Ogden, *Our Flag and Our Songs*, Clode

Preble, *History of the Flag of the United States of America and Other National Flags*, Williams

Schauffler, *Flag Day*, Moffat

Tappan, *Little Book of the Flag*, Houghton

Bulletin, *Flags of the Maritime Nations*, U. S. Navy Dept., Washington, D. C.

Bulletin, *Flag Exercises for the Schools of the Nation*, Bur. Ed.

CURRENT EVENTS

Read the discussion of the topic Current History under General Suggestions in the history course of study.

Whether the regular current events lesson is planned for the history or for the civics period is not significant. It is important, however, that all events having bearing upon the work in civics should be connected with the related topics. The presidential election year furnishes a wealth of concrete illustrations of the regulations laid down by our United States constitution regarding the election of a president and a vice-president. All the steps preliminary to the election should be related directly to the study of the chapter entitled Our Chief Executive in Hughes' *Community Civics*.

Nomination

Who are the candidates? How were they nominated? What political parties made nominations? When? Where? Who were the Montana delegates to the various conventions? How chosen? When?

Electors

How are the presidential electors chosen? When? How many? How many from Montana? Who were they? Were they all from the same political party?

Voting by electors

Where did the Montana electors vote? When? Did they all vote alike? To whom did they report the results of their ballots? How?

Counting electoral votes

Where were the votes counted? When? Who presided and opened the returns? How many votes did each candidate secure? Who was elected? Was this a "useless ceremony" as your text states on page 177? Give arguments for your answer.

Similarly, the local, county, and state elections should be followed up. The current proceedings of both national and state legislatures afford another opportunity for making the study of civics real.

For the list of current papers see list following the topic Current History under General Suggestions in the history course of study. In addition local newspapers and current magazines will give valuable reference material.

METHODS OF INSTRUCTION

No formal recitations in civics need be given in the lower grades, tho there are certain phases of civics which are called for and should receive careful attention in connection with the regular class work in language, hygiene, geography, and history in grades two to five.

The courses of study in these subjects, for instance, call for the very foundations of civic responsibility in the study of the home, the dependence of children upon parents, helpfulness of children, making the home comfortable and beautiful, co-operative activities in the home, habits of thrift and cleanliness, and how to secure good health; in the study of the various festivals such as Thanksgiving and Christmas with opportunities for doing good and sharing one's comforts; in the study of plants and animals by developing interest and sympathy and a desire to care for something one's own; in the study of local history by learning of the hardships of pioneer life and of the good accomplished by all working together; and in the study of national heroes by discovering the qualities which gave strength to such characters as Washington and Lincoln.

In the sixth and seventh years one recitation a week should be given to the working out of some project by the school such as might arise in connection with the expenditure of funds secured by a school entertainment, the cost of conducting the schools of the community, sources of funds for conducting schools, means by which the school or community may exercise economy wisely, the difference between wise and foolish savings, expenditures which bring returns, the value of the returns secured by children in education, differences in the earning powers of children who leave school in the sixth grade and eighth grade, of the eighth grade and the fourth year high school, etc.

COLLECTION OF MATERIALS

The following minimum list of materials should be found in every schoolroom where civics is taught:

- Pictures and clippings illustrative of community life
- Notices signed by various officials
- Newspaper reports of journeys taken by officials
- Official proceedings of village and city councils and county commissioners
- Reports of meetings of boards, committees and voluntary organizations
- Blanks used by various school districts and county officers: lease, deed, mortgage, etc.
- Special forms: licenses, permits, contracts, franchises, tax assessment lists, tax receipts, sample ballots, petitions, etc.
- Plans and models showing present or proposed public improvements: grade-crossing improvements, public buildings, etc.
- Maps made and used freely: locality, district, county
- Also charts, graphs and diagrams giving many facts relating to civic life

Such a collection of working materials should be made by teachers and pupils and become a permanent possession of the school. Year by year it may be augmented and revised.

CIVICS IN THE LOWER GRADES

Lessons in civics for the first five years inclusive are covered in the work in language, reading, history, hygiene, and geography. The subject of hygiene particularly lends itself in lower grades to the study of civic problems vitally connected with community welfare. Many historical connections may also be made.

The facts to be presented to children may be somewhat incidental but should be carefully worked out. They should grow out of local happenings and should have a distinct bearing upon

social, business, political and educational conditions. Effort should be made by teachers to make the materials presented concrete.

A child in the fifth grade is old enuf to have some appreciation of the comforts and conveniences which he enjoys at the hands of his parents and the advantages offered him by the community in the provision of schools, roads, churches, health department, water, etc. A realization of certain returns the community has a right to expect from him should be brought about, not by the sermonizing of teachers but thru a study of local improvements, their cost, value to the community and thru developing appreciation of the benefits enjoyed. A part of the training of children at this age should consist in implanting a realization that parents and the community in general have a right to expect from children a proper respect for property, both public and private.

The following topics and many others of similar nature will suggest themselves to teachers as a part of the regular classroom instruction in the subjects above enumerated and will lay the foundation for the regular class work in civics of the upper grades:

- The number of school children in the city and in the county
- The number of children on the school district census list
- Children of school age not in school
- The county commissioners of the county
- The city council
- The present population of the city
- State increase or decrease
- Some evidences of local or county government
- Some evidences of state government (roads)
- Evidences of national government (post office and rural mail service)
- The name of the president of the United States
- Names of the five largest cities in the state
- The name of the governor
- Evidences of state laws to protect the health of people

SIXTH AND SEVENTH YEARS

In the sixth and seventh years civic problems may well center about the establishment of fixed habits of good health and thrift and still further development of love of country. The regular work in hygiene and physiology for the sixth and seventh years as outlined in the course of study for these years gives suggestions of numerous problems pertaining to personal and community hygiene.

Thrift

The subject of thrift which is also particularly important at this time when many children are beginning to have some earning capacity, appears to need particular attention from teachers. In the earlier grades teachers will have led children to realize the many provisions made for them in the home and community. A sense of gratitude for comforts and protection will have been stirred. It will be a natural point of departure in sixth or seventh years for a study to be made of such problems as:

1. The cost of the local school building and equipment.
2. The total cost of the school for the year, including teachers' salaries, cost of janitor, textbooks, supplies, interest on bonds, etc. (See arithmetic curriculum for seventh year.)
3. The great waste in careless handling of books, pencils, paper and other materials.
4. A survey of textbooks to determine their value, if they were to be sold to a second hand book dealer and an estimate of the loss to the district from careless handling of books.

It is a well known fact that teachers who have made children fully realize the cost of free textbooks and the appreciation children should not only feel but show for such provision by the district, have little or no trouble in keeping clean textbooks in their schoolrooms.

The following problems taken from the *New Jersey State Course of Study* are especially valuable and are typical of others:

Problems

"As an example of a definite project for a seventh grade civics class, the following suggestions are given:

"Select a group of seven or eight children and let this group have for its problem 'What is the waste in paper in our school for a given month?' Let the committee of children collect the wastebaskets of the various rooms of a given building at random days—for example, two afternoons of each week for a period of three weeks. Let them examine

the papers found in the wastebaskets, taking notes upon at least two items: (1) the amount of unused space on the papers found, (2) the amount of poor and untidy work found on the paper. These amounts can be handled in terms of pages and half pages. When this part of the committee's work has been done it can determine in percentage the amount of paper wasted in a given room for a given time. If there are several rooms in the contest these rooms should be scored on the basis of their value in saving money for the community. The percentage of untidy and soiled paper would also indicate the room's standing. Such procedure is a practical demonstration in schoolroom co-operation. If used rightly it would save money for the community and give the growing children of that community the necessary attitude toward the right use of public funds.

"It is hoped that teacher and pupils will make the second large problem—value of the public schools to a given community—a vital issue in stimulating pupil interest in the school and the community which it serves, and in stimulating parent and citizen interest in the school and community as co-operating agencies for the good of all. As indicated in the outline, class work should be upon practical questions showing how the schools are supported, how they are administered, how school children may help in having good schools, what the community thinks of its schools, etc.

"The third large problem suggested—industries of one's community—offers opportunities to show the relationship of the general community industry with the work of the schools. Practical discussions here show how the school children are influenced by what employment they offer for the people of the community, why the schools should be interested in the industries of the community. All these suggestions show the necessity for pupils of the seventh grade to study their immediate community with reference to what it does."

Such a project may lead to a further study of the cost of education in the state and nation. Thru the use of reports and bulletins pupils may work out an interesting study. This work should never be permitted to become dull and mechanical. Pupils should always work upon such problems with a view to seeing a relation to their own local conditions. If it can not be done in this way, it had better be dropped.

Home projects in agriculture; such as, a vegetable garden or a school garden, the raising of chickens or egg laying contest, or the care of animals furnish most practical problems in thrift if properly handled by the teacher. (See courses of study in arithmetic and agriculture.)

Thrift Problems

1. Mending of school books after figuring the total cost of all the books supplied by trustees
2. Covering school books
3. Plan of caring for school flag
4. Study of most economical ways of using fuel
5. The making of schoolroom repairs whenever possible
6. Calculating cost of articles made in sewing class
7. Calculating cost of articles made at home
8. Calculating cost of articles made in manual training class
9. Calculating cost of school lunch or materials used in cooking class
10. Keeping account of money made in other employment

References:

- The Teaching of Thrift*, Ed. Dept. W. Va.
The Money Value of Education, Supt. Doc.
 Judd & Marshall, *Lessons in Community and National Life*, Series C, Bur. Ed.
 Pritchard & Turkington, *Stories of Thrift for Young Americans*, Scribner
 Engleman, *Moral Education in School and Home*, Chap. XVI, Sanborn N. E. A. *Proceedings*, 1916, pp. 196-225.

Such studies can easily be made the starting point for a savings account. More of our schools should establish systems of school savings as has been done in some of the larger towns.

References:

- Bulletin 1914, No. 46, *School Savings Books*, Bur. Ed.
School Savings Banking, by American Bankers' Association

In these grades the money value of an education can be gone into quite thoroly. The information on the next page was compiled by the Bureau of Education and can be found in Bulletin, 1917, No. 22, *The Money Value of Education*.

When children see the value of additional schooling in increased earning power, their own education takes on a new meaning. Such an awakening often results in the turning of a savings bank account to a fund for a later high school or college course. It is well for children to be made to realize that many boys and girls have paid their own expenses thru high school and college and that their chances of success in life were greatly increased thereby.

WHAT FOUR YEARS IN SCHOOL PAID

WAGES OF TWO GROUPS BROOKLYN CITIZENS

	Those Who Left School at 14 (Yearly Salary)	Those Who Left School at 18 (Yearly Salary)
When 14 Years of Age.....	\$200	\$ 0
16 " " ".....	250	0
18 " " ".....	350	500
20 " " ".....	475	750
22 " " ".....	575	1000
24 " " ".....	600	1150
25 " " ".....	688	1550
TOTAL SALARY IN 11 YEARS.....		\$5112.50
TOTAL SALARY IN 7 YEARS.....		\$7337.50

NOTICE THAT AT 25 YEARS OF AGE THE BETTER EDUCATED BOYS ARE RECEIVING \$900 PER YEAR MORE SALARY AND HAVE ALREADY IN 7 YEARS RECEIVED \$2250 MORE THAN THE BOYS WHO LEFT SCHOOL AT 14 YEARS HAVE RECEIVED FOR 11 YEARS' WORK.

IT PAYS TO CONTINUE YOUR STUDIES

But children should see another side to the saving and spending of money than merely saving and spending for themselves. They should see the help they can give their parents, their community, and their country thru habits of thrift. Saving should never lead to selfishness. Thru a study of such agencies children should see certain organizations or causes worthy of contributions from them. One's church should have its contributions from boys and girls, and opportunities for doing good with contributions as a school should not be overlooked by teachers.

For further suggestions for the cultivation of other virtues, see the topic entitled Character and Citizenship under General Suggestions of this course.

The following are appropriate problems for children of these grades if the local conditions of the community make it of interest to a particular school to study them:

Study of the mail service. Rural free delivery, parcel post, special delivery, postal money order. How insure safe delivery. Cost of postage. Reason for changes in postal rates. Follow the journey of a letter from the school room to its destination in a distant city and the prompt return it brings of the desired bulletin or book. Means of conveyance of mail. Airplanes in the mail service. Where? Carrier pigeons. Extent of the postal business in the United States.

Time saving by the telegraph. When to send telegrams in preference to letters. Night letters. Day letters. Composition of ten-word messages. Value of wireless telegraphy. The work and experience of messenger boys.

The value of the telephone in the home, school and community. Yearly cost. Usefulness. The work of the telephone girl. Necessity of courtesy on part of telephone girls and public in dealing with one another.

Why newspapers and magazines are needed in the home. Which ones are best? Why?

Value of good roads to a community. Disadvantages of bad roads. Dirt roads and how to keep them in good condition. Road tax compared with school tax. Keeping roads clean. Freedom from weeds. Tree planting. The bill board nuisance.

References:

- Bailey, *What to Do for Uncle Sam*, Chap. XIII, Flan.
 Dunn, *Community Civics*, Chap. XIV, Heath
 Reinsch, *Civil Government*, Chaps. X, XVI, Sanborn

HOLIDAYS AND SPECIAL DAYS TO BE OBSERVED

There should be special exercises planned *as an outgrowth of school work* for each of these days. Little or no time need be taken in or out of school hours for rehearsals if the regular school work, bearing on the day observed, were assembled for that day's celebration. The teacher should anticipate the special day observation and plan for several weeks the history, language, reading, civics, and geography lessons so that they will contribute later to the special day observation. For example, in anticipating the observation of Thanksgiving, the teacher may work out in reading and language the dramatization of Hiawatha; history periods may be devoted to the study of the Pilgrims and tableaux worked out showing Puritan life in England, Holland, on the Mayflower, and in America; and the civics class may work out a New England town meeting scene. Thus special day celebrations are put on an educational basis and are a means of stimulating interest in the regular school work. The following comprise the list of special days. Those starred are legal holidays on which schools should be closed:

- *Labor Day, first Monday in September
- Columbus Day, October 12
- Roosevelt Day, October 27
- Pioneer Day, First Monday in November
- Armistice Day, November 11
- Election Day, Tuesday following Pioneer Day (even years)
- *Thanksgiving Day, last Thursday of November
- *Christmas, December 25
- *New Year, January 1
- Lincoln's Birthday, February 12
- Washington's Birthday, February 22
- Inauguration Day, March 4 (every fourth year)
- Liberty Day, April 6
- Mothers' Day, second Sunday of May
- Arbor Day, second Tuesday of May
- *Decoration Day, May 30
- Flag Day, June 14
- *Independence Day, July 4.

EIGHTH YEAR**AIMS**

1. *To give an appreciation of the protection offered by our government to its citizens.*
2. *To cause boys and girls to realize more fully the responsibility of citizens to their community, county, state, and nation.*
3. *To develop an active spirit of co-operation with one's fellow workers.*
4. *To lead to active participation in local civic affairs.*

WHAT WE HAVE ALREADY DONE IN THE UNITED STATES TO BECOME A DEMOCRATIC NATION

Puritans in New England, Catholics in Maryland, Quakers in Pennsylvania, and Cavaliers in Virginia settled in New World that they might have freedom of religion. Some not willing to allow same freedom of worship to others. Rhode Island and Connecticut settled as result of more democratic religious and political ideas. Bacon's Rebellion a protest against corrupt governor. Early protests in Massachusetts colony against autocratic laws of Governor Winthrop. New England town meeting and House of Burgesses in Virginia a great stride toward democracy. Connecticut and the Charter Oak. Struggle for freedom of speech and freedom of the press in colonial days. Struggle against "taxation without representation." Declaration of Independence. Why were the Revolutionary War, the Civil War and the Cuban War fought? What other evidence that we are democratic? Gradual gains in right to vote. Struggle by a temporary reaction: Massachusetts colony persecuted Quakers; gains made by Bacon's Rebellion only temporary; Constitutional Convention held in secret and people not allowed to vote directly on the constitution; Alien and Sedition laws; even northern interests persecuted abolitionists; freedom of speech and press frequently suppressed.

What evidences have we that we still have some things to learn before our country can be pointed to as a model democracy? Illiteracy in the United States; in Montana. (Decrease in cities since 1910 but increase among native born in rural districts.) (This topic should furnish study for several lessons.) Untrained workmen. Many children who cannot reach a school. (Over 1500 in Montana in 1925-26.) Many more who leave school in fourth, fifth, sixth, or seventh grades. Child labor in many states, in beet fields and in other agricultural industries of Montana. Have pupils debate whether such children have a fair show in

life. Should this be permitted? Why? Why not? The physically defective, as discovered by our draft boards. Should our government have anything to say about physical education? Why? Why not?

References:

Turkington, *My Country*, Ginn

Bulletin 1916, No. 35, *Adult Illiteracy*, Bur. Ed.

Census Bulletin, *Composition and Characteristics of the Population of Montana*, Supt. Doc.

World Almanac (current year), New York World, N. Y.

A DEMOCRACY, A REPRESENTATIVE GOVERNMENT

Show how this is true in the local school district. Who are the representatives in the district? What are their duties? What happens if these men do not perform their duties as the people wish? Should trustees be elected to keep down taxes or to provide good school advantages for children? Are neglect, inefficiency, and graft as inexcusable in local officers as in state and national officers? Why do not all of the people attend to school affairs? Is it better to center responsibility by having a small group represent us or by having large committees? Show that county government is representative. Who represents the people? Name duties of various representatives of the people. From study of local and county needs, develop the care with which certain officers need to be selected to represent the people. How should qualifications for certain officers differ?

Show greater risk in selection of state and national officers. Greater responsibilities, less likely to be known personally. How representatives and senators represent the people. What recent laws passed by Congress affect your community; the state; the nation? How did Montana senators and representatives vote on each of these measures? Illustrations of measures passed by state legislature in accordance with or against wishes of the people of many counties. How did representatives and senators of your county vote on a few of the big issues in last legislature?

References:

Turkington, *My Country*, Ginn

Lapp, *Our America, The Elements of Civics*, Bobbs

HOW OFFICERS IN A REPRESENTATIVE GOVERNMENT ARE CHOSEN

(Note: Study elections when before the public mind, in November or in April; primary elections; national political conventions).

1. *The voters.* Who are the voters in Montana? Who are citizens? (XIV Amendment). Registration requirements. Can all citizens vote? Explain. Can the natives of the Philippines, of Alaska, and of Porto Rico vote? Who is the intelligent voter? Why a voter should be intelligent. Justification of fear expressed by leaders in early days of the power of the uneducated. Does the amount or kind of education seem to be the more important factor? Stress the patriotic duty of every voter to go to the polls and vote. Voting for good measures. Advantages and disadvantages of campaign books. (Use samples in class.)

2. *Primary elections.* Where held, their purpose, manner of holding them. Why primary elections are just as important as November election. Indifference of the voter the great barrier to success of primary election. Get a sample ballot or use ballot published in paper. Why a voter cannot split a ticket in the primaries. Advantages and disadvantages of the primary.

3. *General election.* How managed. Ballot clerks, election judges. Dates for elections. Australian ballot system. Why so called. Advantages of the system. Why voting machines are used. How voting by machine is better than by ballot. Use sample ballots in teaching method of marking, either for a straight or for a split ticket. Method of folding. Arguments for and against splitting a ticket. Amendments and initiative in last election. Why measures are voted on directly by the people. Let children hold an election. The duty of every voter to cast an honest vote.

4. *School elections.* When and where held. Why or why not important. Qualifications of trustees. Failure to hold an election indicates a lack of interest in education and failure of citizenship.

5. *Naturalization.* What a person coming from another country must do before he can vote. Describe the process of becoming naturalized. Why require five years? Are boys and girls of immigrant parents citizens? A "fact" blank on naturalization may be secured from the clerk of the district court. What aliens cannot be naturalized? Why? Duty of foreigners to become naturalized and to learn our language. Teachers can be helpful in preparing immigrants in the community for citizenship.

References:

- Hughes, *Community Civics*, pp. 143-154, Allyn
 Dunn, *Community Civics*, pp. 386-392, Heath
 Lapp, *Our America, The Elements of Civics*, Chap. XV, Bobbs
 Hill, *Lessons for Junior Citizens*, pp. 124-141, 168-196, Ginn
 Reinsch, *Civil Government*, Chaps. III, IV. Supplement, Chap. II,
 Sanborn
 Swain, *Civics for Montana Students*, Chap. III, Scott
Montana School Laws

AN AUTOCRACY

Who represent the people in an autocracy? How chosen? For how long? Give examples. Tho England has a king, show how her government is representative. Where is it preferable to live, in an autocracy or a democracy? Why are democracies sometimes considered less efficient than autocracies? What is the danger of even an efficient autocracy?

INSTITUTIONS PROVIDED BY OUR DEMOCRACY

Schools

Advantages of good schools to a community. What happens when boys and girls grow up without an education? How many illiterates are there in the United States? What happens when boys and girls leave school in lower grades? Show necessity of education for marked success in life. Several remarkable men have had little schooling. Were they educated? How? Can we all depend upon securing an education as they did? Improvement of chances of success by high school course; by college course. Why is our nation concerned about the success of its men and women? How much money is our national government spending upon public schools? (In 1922, 2.8 per cent of national income, a somewhat larger proportion than in 1913.) Does it distribute funds to our public schools? Discuss plans for the creation of a National Department of Education. What has brought about this movement? Is education entitled to a representative in the president's cabinet? What of this in other countries? Debate above question.

State is spending how much on public schools? How distributed? Is it sufficient to maintain all schools well? Do all states distribute state school funds in the same way? Study California, Washington, Wyoming, and Utah. Which seems better? Why?

California: \$700 per teacher and \$4.50 per pupil in average daily attendance in 1921-22.

Utah: \$24.17 per census child in 1925-26. Additional funds for high schools. State furnishes about 35% of total school revenues.

Washington: Approximately \$30 per pupil in average daily attendance in 1925-26. State furnishes about 33 1/3% of total school revenues.

Wyoming: \$13.02 per census child, \$440 per elementary teacher or driver and \$660 per high school teacher in 1925-26. State furnishes 34% of total school revenues.

Montana: \$5.18 per census child in 1924-25. About \$9 per teaching position and 35c per pupil in average daily attendance. State furnished less than 8% of total school revenues.

Montana among the states providing less than 10 per cent of the support of public education. (See *Biennial Report of Superintendent of Public Instruction, 1922*, pp. 48-49.)

County spends how much on public schools? How distributed? Is it sufficient to maintain all schools well? Do all counties of Montana distribute county funds in same way? If more funds are needed, which should be increased, the county funds or state funds? Why? May a district tax itself for special funds? In Montana which bears the heaviest load for support of the public schools, the state, county, or school district? (See *Biennial Report of Superintendent of Public Instruction, 1922 and 1924*.) Is this the best plan? Why? Why not? Discuss main features of county unit law: purpose, method of changing from district to county unit system, why first and second class districts are not included, uniform levy under county unit system, opposition due to selfishness or ignorance of the law, county unit in nineteen other states, etc. (See *School Law, 1925*. Secure further information from county superintendent.)

Do schools cost too much? Compare their cost with money spent on automobiles in year. On tobacco. On moving pictures.

Our school term in the United States shorter than in European countries, Australia, Canada. How does Montana's school term compare with the school term in eastern and most western states? How does school day and school week in United States compare with those of European countries? (See *Biennial Report of Superintendent of Public Instruction, 1922*.)

Compulsory education law. Is such a law just in a democracy? Why are not parents allowed to do as they please about sending their children to school? Debate. What might happen without such a law? Why does irregularity of attendance make education more expensive to taxpayers? What are continuation schools? For whom are they intended? Are they needed in your community?

Other educational institutions in state

Higher education. Names and locations of institutions. Courses offered at each. How may students without means attend these institutions? Report of visits. How supported?

Schools for special classes—deaf, blind, feeble-minded, orphans, incorrigibles. Has state made ample provisions for each of these classes? Where? How? Can anything really be accomplished for them? Are they all deserving of care? Show why the state can not afford to neglect any of them.

Other institutions

What provision has Montana made for tubercular persons? Results accomplished by this institution. Why important for Montana not to neglect these people? (Correlate with study called for in hygiene.)

What provisions have we for old or disabled soldiers? For the insane? For criminals? Reports from children or adults who have visited any of these institutions. Why maintain such institutions? 1923 old age pension law.

Other institutions in state for unfortunates, public or private. Should the state be responsible for such people? Should the county be responsible for its poor? What provision does the local county make for its poor? Is it ample? Reports from those who have visited county institutions. Some states provide a home for the aged. Why has this not been necessary in Montana? Under what conditions may it never be necessary?

Public health service

Duties of state board of health. Why should the state be concerned about these matters? Under what circumstances might we get along without a state board of health? What are the duties of the child welfare division? How can your county secure a county nurse? Why are such legal provisions important? What are the duties of the county board of health? (Correlate with work in hygiene.) How boys and girls can assist local boards of health. (Write health officer to talk to class on work done by county health department.)

References:

- Hughes, *Community Civics*, Chaps. V, VIII, XXV, Supplement Chap. XI, Allyn
Dunn, *Community Civics*, Chaps. XIX, XX, XXII, Heath
Lapp, *Our America, The Elements of Civics*, Chaps. VIII, XXIII, Bobbs
Turkington, *My Country*, Chaps. VII, XVIII, Ginn

TYPES OF GOVERNMENT TO STUDY**City Government**

An ordinance which is of interest to children may have been passed by the city council. It may be for the ringing of a curfew bell each evening to have children at home at a reasonable hour; the public may have been warned in the spring to clean up all alleys and premises; notice may have been given of the days of the week when the garbage man would haul away refuse; the question of street paving or putting in a water system or sewer may be under consideration. Many other matters of importance might be under consideration by a city council. There is always some problem before such an organization. Find out what it is.

From the discussion of such problems with the eighth grade class, lead up to other problems of city government, which will develop such topics as the following:

(Do not take up these topics in order, but as they arise out of class discussion.)

1. *Growth.* Story of growth of local town or city. Increases in population. If possible have pioneer residents give class information regarding early history and conditions of town. Origin of name. What geographic factor determined its location and influenced growth, industries, and population?

2. *Organization of government.* Why needed. Classes of cities. Class of local city. City officials—names. Different qualifications required for mayor and chief of police; or councilman and city health officer. Duties. Work of city council. How the city's expenses are met.

3. *Increase in size and complexity of city's business.* Accompanying difficulties in its management. Possible gradual introduction of commission government, replacing the common form of mayor and councilmen. Use of the initiative, referendum, and recall.

4. *Improvements in a city.* Paved streets, lighting systems, water and sewerage systems, garbage disposal, public library, street cars, hospitals, parks and public playgrounds, fire and police departments, etc. By whose authority they are made. Promoting health and civic beauty. Are they worth cost?

5. *Commercial organizations in a city.* Purpose, accomplishments, leaders for a better and bigger town or city. Value of co-operation.

6. *How to practice thrift.* Thrift in city management. The saving habit, begun in previous years, more firmly established in children. Review problem in introduction of civics course and work for sixth and seventh years.

References:

- Hughes, *Community Civics*, Chap. XVIII. Supplement, Chap. V, Allyn
 Dunn, *Community Civics*, Chap. XXV, Heath
 Lapp, *Our America, The Elements of Civics*, Chap. IX and pp. 216-
 218, 223, 235, Bobbs
 Hill, *Lessons for Junior Citizens* (selected stories), Ginn
 Reinsch, *Civil Government*, Chaps. XI, XXI, XXII. Supplement,
 Chap. IV, Sanborn
 Swain, *Civics for Montana Students*, Chap. V, Scott
 Bonner, *The Teaching of Thrift*, Ed. Dept., W. Va.
 Judd & Marshall, *Lessons in Community and National Life*, Series
 B, Chap V, Bur. Ed.

County government

The county commissioners may be discussing the advisability of opening up a new road which may shorten the distance from a certain section of the country to town; a county bridge may have been carried away by high water and there may be discussion as to whether it shall be rebuilt; it may be bonds are being issued to build a comfortable home for the poor of the county; the county commissioners may have refused to allow certain expenses incurred by some county officer; a new member of the county high school board may have been appointed recently; there may be agitation for county library; the assessment of property of the county may not be satisfactory to many; a county nurse or physician may be employed; a new court house may be in contemplation for the county. Any of these questions and innumerable others are constantly before the public mind. Teachers should always discover the problems of public interest and within the comprehension of children. From such problems the following topics should arise and be carefully developed, not necessarily in the order given, but preferably as they naturally suggest themselves in the discussion of public issues:

1. *Number of counties in Montana.* By whom organized. Variations in size, shape, wealth, and population. Classes of counties. Class of local county. The largest county in the state; the smallest; the most populous; the wealthiest.

2. *Reasons for such a unit of government.* Common interests in the city and county: care of poor, preserving the peace, etc.

3. *Draw or procure map of local county.* Have pupils locate the more important features: rivers, mountains, railroad, county seat, towns and cities, some roads, etc. Meaning of county seat. County buildings found there. Description of court room.

4. *County officers.* Name them; when elected; by whom; necessary qualifications of each; when they take office; terms of service; compensation; deputies allowed; work each officer does for the county. To what officer would you go to pay taxes, to urge road improvements, to defend your school district, to record title to land, to readjust your assessment, to urge the establishment of county library?

5. *Taxation*

a. *Why people are taxed.* When assessments are made. When taxes must be paid. The result of not paying them on time. A tax receipt shown and described.

b. *Officers connected with taxation:* assessor, board of commissioners and board of equalization, county clerk, treasurer. Duties of each in regard to taxation. Distinction between property, poll, inheritance and income taxes. Combining county, state, and school taxes for purposes of collection.

c. *Problems*

(1) Upon what does the tax rate depend? How computed?

(2) What are this year's tax levies? By whom made? When?

(3) How many mills were levied for state funds; local county funds; town or city funds; school district funds?

(4) Compare the amounts levied for schools with those levied for other purposes. Which is lower? How much? Are the schools well supported in comparison with other things?

(5) From the county clerk's annual financial report determine the comparative cost of the administration of schools and care of criminals, care of poor, maintaining courts, etc.

(6) What part of the school tax does the county pay? The local school district? Is the proportion as it should be? Give reasons. What state funds are available for the schools?

(7) From your father's school tax, determine how much he pays annually for your education. How much does it cost annually to educate a pupil for a year in your county? If you are out of school does it cost just as much as if you were present? Estimate the waste of taxpayers' money from absence in your school during the last month.

(8) Why in a democracy must all property owners pay a school tax, whether or not they have children in school? How can a person be wealthy and yet pay no tax?

(9) What proportion of the taxable wealth of your school district is in railroads; in corporation stock; in mines?

(10) Is it right that the tax from corporation property should go to support only the schools in the district in which the property is located? What part do the people of other districts have in the support of such corporations? Show how such injustice is remedied in the county unit system of financing schools.

References:

Hughes, *Community Civics*, pp. 253-256, Chap. XXI, Supplement, Chap. IV, Allyn

Dunn, *Community Civics*, pp. 406-418, Chap. XXIII, Heath

Reinsch, *Civil Government*, Chaps. IX, X, XIX, XXIII, Sanborn

Swain, *Civics for Montana Students*, Chaps. I, IV, Scott

Lapp, *Our America, The Elements of Civics*, Bobbs

Montana School Law

State government

It is always possible for a teacher to find some item of state-wide interest in a local or city paper, or to connect her community in some way with state affairs. It may be an address has been delivered by the governor at the county seat from which a point of departure of decided interest to children may be secured; a local person may have received an appointment or election to some position at the state capital, a decision of local interest may have been rendered by the supreme court of the state; several boys and girls of the county may have been winners in club contests and have had a trip to the state fair at the capital; an opinion may have been rendered by the attorney general which affects local interests; local members may be attending the session of the state legislature; important bills under consideration by the legislature may be being considered and reported in the daily papers. The teacher's opportunity to secure and hold the interest of students thru such vitally interesting topics for discussion should never be overlooked. The teacher who sees the difference between this type of study and the reading and reciting upon a certain number of pages in the text has discovered the difference between a live recitation which leaves a lasting influence and one which is endured for the day and remembered only for the eighth grade examination.

The following will naturally arise at various times out of the above problems and similar class discussions:

1. *Constitutional rights.* How determined. Can they ever be altered? Difference between a constitutional provision and a law. Difference between an amendment and a revision of the constitution. What amendments to our state constitution have been made? Who made them? Did they better our laws? Why are amendments sometimes necessary? Why do we hear men sometimes talk of a constitutional convention in Montana? What would such a convention do? Who would finally pass on a revised constitution? Whose will is really supreme in the state?

2. *How laws are made.* From consideration of some proposed bill, or some law recently passed, develop a study of the problem of law making. Organize the class into one house of the legislature; have a presiding officer; have committees appointed, bills introduced and voted upon. Name local members of the house and senate; the particular bills they are interested in or may have introduced; merits of the bills. How a bill becomes a law. What checks are provided against giving legislatures too much power in law making? Special qualifications needed in legislators; how chosen, length of term, compensation. If any members of class have visited the Senate Chamber or House of Representatives, give opportunity for description. If possible have a local member of the legislature talk to the class about some particular bill or law of interest.

3. *How state laws are enforced.* Who is the chief executive officer of the state government? What help does he have in enforcing the laws, if local authorities are unable to do so? Does he often call for such help? Give the chief duties of the lieutenant governor. Name other state officers and indicate the special qualifications they should possess in order to be efficient in performing their duties. Appointive officers and large appointive powers of the governor. Various boards and bureaus. Study special work of several most important. In what ways does their work reach into your community?

4. *How our state laws are interpreted and applied.* Courts have two functions: to interpret laws, as on the constitutionality of a law; and to apply laws, as in fixing penalties for violations. What our government does to one who commits such a crime as robbing a store or postoffice; is disloyal; is insane. Tell what takes place at court. Number of men in jury box. How selected. How their decision is stated. What witnesses have to do. Duty and responsibility of the judge; the jury.

5. *Kinds of Courts.* Justice court; its limited jurisdiction; the constable. Police court in towns and cities; marshal; police and chief of police. Supreme and district courts—number in the state; location; election, eligibility and term of presiding officers; jurisdiction of each. When a law is declared unconstitutional. By whom?

References:

- Hughes, *Community Civics*, Chap. XVII, Supplement, Chaps. III, VII, XV, Allyn
 Dunn, *Community Civics*, Chap. XXVI, Heath
 Lapp, *Our America, The Elements of Civics*, pp. 210-277, Bobbs
 Reinsch, *Civil Government*, Chap. XXIV, Sanborn
 Swain, *Civics for Montana Students*, Chaps. VI-VIII, Scott

The national government

Every school library should give children access to books, current magazines, and addresses which have a bearing on the great national problems now at issue. Children will naturally be eager to investigate them. Let them report on such a topic as *What are some of the finest things our country has done?*

Reference:

Turkington, *My Country*, Ginn

After this preliminary study of the recent achievements of our country, which should not be disconnected from the work of the eighth grade in history, the question may naturally arise as to whether our country has ever been a friend to other nations. The Mexican War, an exception. A study of her motives and achievements in the Cuban War and the Boxer Rebellion will be sources of interest and pride to children.

Such discussions will give rise to the need of knowing much more about the powers of the federal government and our relations to it. Let the following topics be taken up as the need of knowing them arises out of discussions of current civic problems.

Origin of strength of our national government

Trace the beginnings of our national government. Justify colonial resistance to the acts of George III. English statesmen and people in sympathy with the colonies; George III and his Hessian soldiers opposed to them. Dramatization of Continental Congress. (McBrien, *America First*, pp. 20-67). In what ways the Articles of Confederation were weak. Need for a national constitution. Problems before the Constitutional Convention. Some of its features traced back into the history of Greece and Rome and certain events in English history, as the Magna Charta, Petition of Rights, and Bill of Rights. Broad principles of self-government. Laying the foundation of the republic. Three famous compromises in the constitution. Dramatization of scenes and debates on large questions. Ratification by the state. Correlate this study with history. See history course of study.

Testing and interpreting the constitution

Strict and loose construction. Test given by the Louisiana Purchase. States questioning the supremacy of the national government: Virginia, Kentucky, South Carolina, etc. Debates on "States Rights." Nullification. Decision rendered by the Civil War. The constitution as a model for world democracies. Gladstone's declaration, "the most wonderful work ever struck off at a given time by the brain and purpose of man."

The home of our government

Locate the District of Columbia. Why needed? How its business is carried on. The Capital of the United States. The Capitol. Various government buildings and their uses.

What our government does for its citizens

Review problems for lower grades. In what ways the government helps the soldier and those dependent on him, the sailor, the workingman, the farmer, the consumer. Enforcing Pure Food and Drug Act; regulating transportation; checking the power of trusts and corporations; protecting citizens trading or living in foreign lands and on the high seas. Give examples. Enforcing the Volstead Act. Obligations of every citizen as well as rights.

How does the government provide homesteads. Recent laws affecting Montana homesteads. Draw township, numbering and locating sections. Your location by township, range and section number; transfers and titles to land.

What our government does for me

Children can best appreciate the service rendered by our government if they can be helped to realize that they are benefited by the guarantees of the constitution even now while in school. Problems of personal application not only motivate the study of civics but will, in addition, help to a fuller realization of the significance of constitutional guarantees. The following problems are suggested in *18 Needed Lessons on Our U. S. Constitution*, published by the Institute for Public Service, 1125 Amsterdam Avenue, New York City:

What do I mean by liberty? Why do I care about it? Is my liberty ever in danger? What has our constitution to do with it?

If our Constitution guarantees my liberty, why need I study it? If it is my liberty insurance, why will it not go on protecting me whether I understand it or not?

How can greed endanger our constitution? Whose greed endangers it? How long has greed been endangering it?

What is meant by difference of interest and growth? If every one obeys the law, how can differences in growth or in interests endanger it?

How our national laws are made

From a discussion of some bill of local or national importance lead up to a study of congress and its operations. Number of present congress, with reason. Where sessions are held. Study of pictures. Number of senators; of representatives (435). Why Montana has only four members of congress. Possibility of more

in the future. Why New York has so many. How the members are elected. (Provisions of XVII amendment.) Their qualifications, salaries, term of office. Names of measures of importance to our state and our nation, such as control of railroads, farm credit, recognition of Mexico and Russia, limiting power of Supreme Court, stricter enforcement of prohibition laws, etc. Presiding officer in each house. Why the *speaker* has so much influence. His power to appoint committees. Leading committees in each house. Their work and responsibilities. Three methods by which a bill may become a law, briefly but accurately stated. Compare with procedure in Montana's legislative body.

Some important powers granted to congress

Why do we have money? At different periods of our history what commodities have taken the place of money? Materials now used for money. Mention "greenbacks", treasury notes and bank notes still in circulation. Where money is coined. How do national banks differ from state banks? Postal savings banks. Liberty bonds. Review thrift lessons of earlier grades.

How the government provides money for its needs. Distinction between direct and indirect taxes. Why we have no export duties. Our national debt compared with those of European countries. Its rapid increase. Can our government meet it? How? Have children make investigations to discover all possible sources of revenue for the government. Ninety-six per cent of all federal taxes go for wars, past and future. The folly and danger of this.

How the government protects the inventor and the author. Study of patents and copyrights. Illustrations furnished by the story of some inventor or author who secured government protection.

What control of immigration has our national government? Why have we felt obliged to put some restrictions upon immigration? Present immigration law. Study different classes of immigrants. What kinds of citizens do they make? Should it make any difference whether or not they become naturalized? Why do people migrate? Why is immigration under national rather than state control?

Intelligence of various nationalities as determined by intelligence tests given American soldiers during the World War. (Brigham's *American Intelligence*.) What effect should this knowledge have on immigration laws?

How people who do the government's work are selected and cared for. Compare the number chosen by election with the number appointed. What is meant by the spoils system? Who originated the system? What attempts have been made to abolish this system? Discover several advantages of the merit system over the spoils system. Explain the government pension system for aged government employees. Soldier's insurance. Rehabilitation of disabled soldiers and abuses in connection with this work.

How our government is represented in foreign countries. Why is it necessary for nations to have representatives residing in other countries? What are their duties? How do duties of consuls differ from those of ambassadors and ministers? How do these officials obtain their positions? What particular qualifications do they need in order to be satisfactory representatives? Show how treaties and international law are of assistance to our foreign representatives in performing their duties.

Some denied powers. Why are such provisions as the following made a part of the constitution? No writ of habeas corpus, no ex post facto law, no direct tax (except on incomes), no export tax, no titles of nobility. Compare with other nations.

How our national laws are enforced

The President. Qualifications. Nominating conventions. No real representation in election of president. Election campaigns. Gradual lessening of interest in party politics. Inauguration day. Description of the White House. Important powers and duties of the president such as commander-in-chief, message to congress, pardoning power, appointive power, veto power, convening congress, extraordinary powers during war. Should congress and the president be of the same political party? Why or why not?

The President's Cabinet. What it is. Number of departments. Name them (any order will do). Why a Department of Education is discussed. Present (or recent) bill creating such a department before congress. Why citizens should write letters to their representatives and senators urging their support of a good bill when before congress. How members of the cabinet are chosen. Some of their chief duties. Which department attends to Indian affairs, soldiers' insurance, coining money, weather reports, buying of army guns, foreign relations, rural mail, irrigation projects, forestry, copyrights, immigration, building lighthouses, quartering soldiers, arming a vessel, collecting duties, national banks, stamps, farmers' bulletins, the census, child welfare, treaties, labor strikes, receiving ambassadors, etc. Explain civil service.

How our national laws are interpreted and applied. Three federal courts—district, circuit and supreme courts. How judges are selected. Term of office. Number of judges in the Supreme Court. Cases which come before it. Its work in modifying and expanding the Constitution thru interpretation and construction placed upon its terms so as to keep pace with the expansion of our country, our people, and our enterprises. Importance of the doctrine of applied powers. Name of the present chief justice. Disputed questions as to danger of such great power put into the hands of a few men.

ORGANIZING PUPILS INTO A LITTLE CITIZENS' LEAGUE

Children may elect or the teacher may act as temporary chairman. A temporary secretary may be appointed or elected. After the purpose of the meeting has been discussed, the teacher may explain the correct method of electing officers and give children practice in "make-believe" elections until they have confidence in this phase of parliamentary pro-

cedure, before the real election takes place. A short program may be given after the "business" meeting or the parliamentary practice. For this practice suggest topics that they may use as subjects for motions. Guide and instruct children but do not fail to have them get the practice.

Motions made

A member must rise and address the chair by saying, "Mr. (Miss) Chairman". The chairman "recognizes" the member by speaking his name, thus "giving him the floor". When the member has been recognized he makes the motion, saying "I move that," etc.

Motion seconded

Any member without rising and without addressing the chair may say, "I second the motion."

The question

The chairman then states the question by saying, "It is moved and seconded that," etc. "Do you wish to discuss the motion?" After discussion it is put to a vote. One form is the following: "All in favor of the motion say *aye*; all opposed, *no*. The *ayes* (or *noes*) have it and the motion is carried (or lost)."

Practice in making motions

With an older pupil acting as chairman. Acquaintance with parliamentary terms.

Other kinds of motions

The motions mentioned so far are called *Principal Motions*. After the children have had considerable practice in their use, the following seven *Subsidiary Motions* should be taken up, *one at a time*. See Roberts' *Rules of Order* (Revised), pp. 104-153.

1. *Motion to Lay on the Table*. This motion may be applied to any principal motion and when made is undebatable and must be put any time a member may move "to lay the motion on the table." This motion, if carried, disposes of the main question temporarily. At any time the members may vote "to take the question from the table."

2. *The Previous Question*. This motion cuts off further debate on the question. Its form is, "I call for the previous question." After it is seconded the chairman says, "the previous question on the motion to, etc., is called for. As many as are in favor of ordering the previous question on that motion will rise. Those opposed will rise." If two-thirds vote in favor, the question is carried, and the chairman continues, "there being two-thirds in favor of the motion it is carried, and we shall now vote on the main question. All in favor, etc., say *aye*; opposed, *no*."

3. *Motion to Postpone to a Certain Time*. If this motion is carried the main question becomes "order of the day" whenever that time comes to which it is postponed.

4. *Motion to Commit or Refer to a Committee.* Frequently it is wise to get a small number of specially qualified persons to investigate the merits of a proposition. If referred, the subject is brot before the assembly again in the committee's report.

5. *Motion to Amend.* An amendment may involve (1) adding words to the motion; (2) striking words from a motion; (3) substitution. An amendment may be amended, but not an amendment to an amendment.

6. *Motion to Postpone Indefinitely.* This motion, if carried, prevents the question from being introduced again during the meeting.

7. *Motion to Limit or Extend Limits of Debate* may be omitted, as it is not likely to be needed by the children.

Other motions

1. *Questions of Order and Appeal.* The chairman must enforce all rules and decide parliamentary questions. If a member observes a violation of a rule he rises and says without waiting for recognition: "Mr. Chairman, I rise to a point of order." This may be done even while another member has the floor. The chairman says, "State your point", after which he renders his decision by saying, "The point is sustained" or "The point is not sustained". If a member is dissatisfied with the ruling of the chairman, he may rise and say, "Mr. Chairman, I appeal from the decision of the chair". After the appeal is seconded, the chairman puts the question: "Shall the decision of the chair stand as the judgment of the assembly?" If not overruled by a majority, the decision stands.

2. *The Suspension of the Rules.* The suspension of the rules requires a two-thirds vote.

3. *Objection to the Consideration of a Question.* It must be made immediately after a subject has been introduced. *This does not require a second* but needs a two-thirds vote to be carried. Why this provision in parliamentary practice? Why so large a vote?

4. *Call for a Division of the House.* This call may be made without obtaining the floor. It requires no second. After a vote has been taken, this *rising* vote may be called for to ascertain the exact number voting on each side.

5. *Privileged Motions.* To fix the time to which the assembly shall adjourn; to adjourn. Call for the orders of the day. Questions of rights and privileges of members.

6. *To Reconsider.* This motion can be made on the same day the motion was acted upon or the day after. It must be made by a member who voted on the prevailing side. If carried, it brings the original question before the assembly for further discussion and vote. If it is too late to reconsider, a motion to *rescind* is in place. If carried, the effect is the same as if no motion had been made.

Constitution and by-laws

After some time a committee may be appointed to draw up a *Constitution* and *By-Laws*. The following constitution is suggested for a school organization of children. It should be modified according to the needs of each school.

Constitution

Article I. Name

The name of this organization shall be The.....Little Citizens' League.

Article II. Object

The object of this club is to give the pupils of our school practice in conducting meetings, and to improve the physical, social, and moral conditions in and about the school and in the community at large.

Article III. Membership

Membership shall be open to all pupils of.....

Article IV. Officers and Election

The officers of this club shall be a President and a Secretary-Treasurer, who shall perform the duties usually required of such officers in similar societies. The officers shall be elected at the (first) meeting of the club in the school year.

Article V. Committees

Sec. 1. *Executive Committee*. The officers, together with the teacher, shall form the Executive Committee of the Club. This committee shall confer upon questions regarding the welfare of the club, consider and recommend matters of importance, and act for the club in unusual matters requiring haste.

Sec. 2. *Program Committee*. Every two months of the school year the Executive Committee shall appoint a Program Committee composed of three members whose duties it shall be to arrange the programs.

Sec. 3. *Special Committees*. Special committees shall be appointed by the President, with the approval of the Executive Committee, as occasion shall require.

Article VI. Meetings

The club shall hold regular meetings on alternate Thursday afternoons to take the place of the civics class. With the consent of the teacher, a longer time for these meetings may be arranged.

Article VII. Dues

The dues of the club shall be.....per school year for each member, to aid in meeting the local expenses of the organization.

Article VIII. Quorum

.....members shall constitute a quorum for the transaction of business.

Article IX. Amendments

The Constitution may be amended by two-thirds vote of the members at any regular meeting.

Order of business

The following order of business is suggested: Call to order. Song. Reading minutes of the previous meeting. Report of special committees, if any. Report of standing committees (Program, Executive). Unfinished business. New business. Special program—discussion. Adjournment.

SUPPLEMENTARY AND REFERENCE BOOKS

For pupils

Hughes, *Community Civics*, Allyn

Bailey, *What to Do for Uncle Sam*, Flan.

*Bryant, *I Am an American*, Houghton

Cabot and Others, *A Course in Citizenship* (readings for children), Houghton

*Dunn, *The Community and the Citizen*, Heath

Hill, *Lessons for Junior Citizens*, Ginn

McBrien, *America First* (patriotic reader), Am. Bk.

Monroe-Miller, *The American Spirit*, World

Powell, *The Spirit of Democracy*, Rand

Richman and Wallach, *Good Citizenship*, Am. Bk.

Roberts, *Rules of Order* (revised edition), Scott

Schauffler, *Our Flag in Verse and Prose*, Moffat

Swain, *Civics for Montana Students*, Scott

Lapp, *Our America, The Elements of Civics*, Bobbs

Synon, *My Country's Part*, Scribner

*Turkington, *My Country*, Ginn

World Almanac (last edition), N. Y. World, N. Y.

*Shepherd, *The Boys' Own Book of Politics*, Macm.

For teachers

Engleman, *Moral Education in School and Home*, Sanborn

Cabot, *Ethics for Children*, Houghton

Congressional Directory. (Secured thru any one of our Congressmen)

Dewey, *Schools of Tomorrow*, Dutton

*Hill, *The Teaching of Civics*, Houghton

White, *School Management* (Chap. on Manners and Morals), Am. Bk.

*Free Bulletins:

U. S. Bureau of Education, Washington, D. C.

No. 23, 1915, *The Teaching of Community Civics*

No. 50, 1917, *Training in Courtesy*

No. 17, 1917, *Civics Education in Elementary Schools*

No. 11, 1918, *A Community Center*

*18 *Needed Lessons on Our U. S. Constitution*, Institute for Public Service, N. Y.

**Our Constitution in My Town and My Life*, Institute for Public Service, N. Y.

*MacNaughtan, *A Civics Project*, Journal of Educational Method,
April, 1924 (self-government league project for seventh grade)

Johnson, *We and Our Work*, Boni

Jenks and Smith, *We and Our Government*, Boni

Forbes, *Good Citizenship Through Story-Telling*, Macm.

Hubbard, *Citizenship Plans*, Sanborn

*Peterson, *The Teaching of Citizenship*, Houghton

*Specially recommended

HYGIENE AND PHYSIOLOGY

GENERAL SUGGESTIONS

AIMS IN TEACHING HYGIENE

To develop:

1. *A health consciousness.*
2. *Habits of personal hygiene.*
3. *Sanitary habits in the home and school.*
4. *Community health responsibility and co-operation.*

ELIMINATION OF TECHNICAL PHYSIOLOGY AND ANATOMY

New courses of study and textbooks in hygiene stress the practical phases of this subject: health, sanitation, proper food, and exercise in order to make strong bodies. Physiology and anatomy are left for more advanced and specialized study. This course of study eliminates the technical which may be found in text books and adds much that is of immediate value in personal and community health.

HYGIENE A MATTER OF HABIT

Hygiene is more a matter of habit than of knowledge. Knowledge must be tied up with daily living if it is going to react on conduct. If the study of fresh air, for example, does not tend to make the child conscious of foul air in the school room and result in his feeling of responsibility in school room ventilation, the time spent in its study has been wasted. If the time spent on the study of cleanliness and disease germs does not result in the child's washing his hands before eating, the teaching has been a failure.

Daily opportunities must be given children to use the acquired information in order to develop a health consciousness and to establish meaningful habits of hygienic living. To discuss the need of good posture in the hygiene class period and allow pupils to recline at their seats with caved-in chests and crooked spines, will not effect good habits of posture. Bobbit in *Curriculum Making in Los Angeles* says in this respect: "In all Hygiene training *doing* must be the basal feature, with everything else subordinate and focused upon the doing." See Andress, *Health Education in Rural Schools*, Chaps. I, II, III.

School habits to be formed

For at least nine months out of the year children spend six of their waking hours five days a week in the school room. They should receive definite training in habits that will tend to reduce to a minimum the evils resulting from such confinement indoors. They should also learn the basic principles that must be observed in order to maintain unimpaired the health of the social group to which they belong.

Good posture

Attention must be given to the posture of children while standing at the blackboard and at their seats; sitting while reading, writing, and drawing; adjustment of seat to size of child.

See same topic in text and reference books, and also Posture and Symmetry in seventh grade course of study. See physical education course.

Use of handkerchief

The teacher should not only insist that each child carry a handkerchief every day, but should also see that he uses it. Squares of gauze should be kept on hand to supply children who come to school without handkerchiefs. The following points are important ones in teaching children the use of the handkerchief.

1. Have a clean one daily.
2. Keep in pocket when not in use.
3. Use to cover nose and mouth when coughing or sneezing.
4. Use in blowing the nose.

Care in handling books

The children should be taught in this connection to observe the following rules regarding care in keeping books from becoming soiled:

1. Be sure your hands are clean when you handle books.
2. Do not moisten your finger when turning pages.
3. Do not cough or sneeze upon the pages of a book. Use a handkerchief to cover nose and mouth when sneezing or coughing.
4. Do not eat while reading or handling books.
5. Do not turn down the corners of the leaves of a book.
6. Put book on shelf when not in use.

The little Goop rhyme by Burgess may be taught in this respect:

"The Goops they wet their fingers
To turn the leaves of books;
And then they crease the corners down

And think that no one looks.
 They print the marks of dirty hands,
 Of lollypops and gum
 On picture books and fairy books
 As often as they come."

The negative lesson of the Goops may be offset by the positive lesson of the Brownies:

"Brownies wash their hands quite clean.
 A dirty book they've never seen.
 Brownies do not show their greed
 By eating candy when they read.
 Brownies do not mark their books
 For this they know would spoil their looks.
 Brownies put their books away;
 They find them on the shelf next day."

Large copies of these posters attractively illustrated may be obtained from the Democratic Printing Co., Madison, Wisconsin.

Out of school habits to be initiated

The following relate to health essentials which are to be exercised in the home, but for which the teacher must nevertheless provide instruction:

Food

1. Eating some fruit and one green or leafy vegetable every day
2. Chewing the food thoroly and eating slowly
3. Drinking at least one pint of milk a day, but no tea or coffee
4. Drinking at least six glasses of water a day, one or two before breakfast

Sleep

1. Sleeping with the bedroom window open in winter as well as in summer
2. Retiring regularly
3. Sleeping from ten to thirteen hours according to age

Hours of sleep for different ages as given by Dr. Thomas Wood, Chairman of Committee on Health Problems of the National Council of Education:

Age	Hours of Sleep
5 to 6.....	13
6 to 8.....	12
8 to 10.....	11½
10 to 12.....	11
12 to 14.....	10½
14 to 16.....	10
16 to 18.....	9½

Cleanliness

Personal cleanliness and neatness must be insisted upon at all times. If face, hands, nose, nails, and hair are inspected daily and facilities provided for maintaining standards set up in school, children acquire desirable habits easily even in the lower grades:

1. *External*

- a. Taking a full bath at least twice a week
- b. Washing hands, neck and ears carefully every morning
- c. Washing hands before eating and after going to toilet
- d. Brushing the teeth at least twice a day, especially before going to bed

2. *Internal*

- a. At least one natural bowel movement every day, preferably in the morning
- b. Glass or two of water before breakfast

Exercise

Teach the importance of playing *at least* two full hours daily out of doors, and of exercising with windows open when the weather does not permit out of door exercise. Taking deep breaths before an open window is a good habit to inculcate in school children.

See also course of study in physical education.

Clothing

Children should be taught the relation of clothing to the season, cleanliness, hanging at home and at school, and airing at night.

Aids in forming habits

Example of the teacher

The example of the teacher is one of the most potent factors in habit formation thruout the elementary grades. The importance of the teacher's habits of cleanliness, neatness, cheerfulness, and posture cannot be overemphasized.

Daily inspection

Daily inspection and individual score cards for recording the results are effective means of keeping up the child's interest in health activities which are to become habits. In addition to inculcating and checking up health habits, the daily inspection also provides an opportunity for the teacher to discover early

signs of illness. See extract from regulations issued by the Montana State Board of Health regarding infectious diseases among school children on later pages of General Suggestions.

The North Carolina *Course of Study for Elementary Schools* suggests the following activities about which children are to be questioned and inspected and the record kept on a score card:

1. Washing hands before each meal
2. Washing face, ears and neck and cleaning finger nails
3. Bathing (full warm bath) at least twice a week
4. Brushing teeth every night and morning (Inquire daily as to ownership of individual toothbrush. Ask this question until all have brushes.)
5. Sleeping ten, eleven or twelve hours (according to age) with windows open
6. Drinking at least six glasses of water, one before breakfast
7. Drinking at least two glasses of milk
8. Drinking no tea or coffee
9. Attending toilet at regular time
10. Eating wholesome food, eating slowly, and chewing well (Breakfast should include cooked cereal)
11. Carrying a handkerchief
12. Care about spitting, using handkerchief when coughing and sneezing
13. Playing one hour in open air
14. Neatness in clothes, shoes, hair, books
15. Taking ten deep breaths daily
16. Keeping fingers, pencils, and unclean things out of mouth and nose

Activities in construction

The more blackboard drawings, diagrams, and other illustrations made by the pupils and teacher, the more concrete and the more effective the lessons will be.

1. Posters

The following are suggestive of the types to be made:

- a. Food posters about good food for children; such as, "Oranges are better for us than bananas." "We like milk. Don't you?" "Drink at least six glasses of water a day." "Much candy is bad for our teeth." "Breakfast foods will make us strong."
- b. Clothing poster illustrating care of the feet. Pictures of good and bad types of shoes will be helpful in making such a poster. Pictures of Grecian sandal and the Chinese shoe will be effective here.
- c. "Swat the fly"; "Better babies", "Before" and "After" posters may be made.

2. *Booklets*

Booklet making is always a source of delight to children of the elementary grades. The following are merely suggestions:

- a. Booklets containing pictures, drawings, or silhouettes of good health habits; as, brushing the teeth, washing the hands, opening windows in bedrooms, exercising out of doors, and other good habits.
- b. Booklet illustrating each of the ten health rules. The illustration may be placed on one page and the rule on the opposite one.
- c. Booklet containing pictures or clippings of balanced dietaries.

3. *Charts*

The following charts are convincing means of illustrating the points in question:

- a. Chart to prove that the fly is a national robber
- b. Chart to prove that care of clothing means a saving of money
- c. Score card for cleanliness and orderliness for your bedroom; for your classroom; for your desk; for yourself
- d. Score card for cleanliness and orderliness in a store; on the street

4. *Graphs*

The most effective means of driving home the effects of observing health rules is that of graphing results which involve numerical data:

- a. How my weight varied from week to week for three months as a result of drinking milk
- b. How my chest expansion varied from month to month during this school year

Written work

1. Write and illustrate: "What I can do to prevent the spread of contagious diseases."
2. Write a "rebus" story of a full day's health habits, using pictures in the story instead of words, for tooth brush, soap, clothes brush, comb, cereal, fruit, and others.
3. Write a book of rules for "Playing the health game on the square."

Dramatization

Children may write and dramatize their own health plays, or they may use those suggested in the list at the end of the course of study in hygiene and physiology.

Hygiene story books

There are now on the market some charming story books dealing with the health theme and written in the form that is very attractive to children. Other material that is either free or inexpensive and that furnishes attractive material is also available. See list at end of this course.

Health organizations

Children enter enthusiastically and whole-heartedly into any activity in which they have a responsible part. The following are types of organizations which they may perfect:

1. *Forming a "Clean-up Squad" or a "Keep-clean Brigade"*

The Connecticut *Manual of Physical Education for Elementary Grades* has the following suggestions regarding the choice of pupil health officers for the school room:

a. Pupil health officers

"The teacher should appoint each week or at other appropriate intervals, a sufficient number of pupils (two, four or six, depending on the size of the class) to serve as 'health officers' or 'sanitary inspectors' for the class and class room. With a little care in the initial instruction, and subsequent direction, these 'pupil health officers' may render very effective service and stimulate a real interest in the better hygiene and sanitation of the school. These pupil officers may be rated by the teacher for quality of service at the end of each term of office.

b. The duties of pupil health officers may be:

(1) "To open the windows wide and air the schoolroom thoroughly every day before the session begins and at the end of every class period and during the 'relief drills.'

(2) "To remove chalk, scraps of paper and other litter from the floor, hallways, stairs, school yard and sidewalk at intervals designated by the teacher (not to be substituted for the work of the janitor).

(3) "To consult the room thermometer at appropriate intervals and assist in securing a desirable temperature (between 65 degrees and 68 degrees F.)

(4) "To help in the plans of the school to keep the school buildings, equipment and premises clean."

2. *Forming a "Modern Health Crusade"*

For information concerning the organization, write to National Tuberculosis Association, 370 Seventh Avenue, New York.

Plays and games

See course of study in physical education.

Rhymes and jingles

Poems, rhymes, jingles, and riddles are always attractive to children. Considerable material of this character based on the health essentials is now available. Children also like to compose this type of material. The children's enjoyment of these makes learning pleasurable and lasting. The following are illustrative of this type:

1. Poems

See chapter on Poems and Quotations in *Health Training in Schools* mentioned in the bibliography at the end of this course, and also *Story Books for Children* in the same list.

2. Rhymes and jingles

a. Mother Goose in Health Rhyme

"Jack Spratt was strong and fat,
For he drank milk and cream;
Ate vegetables and lots of bread,
And left his plate quite clean."

Metropolitan Mother Goose

b. Health Jingles

- (1) "A bath every day
Keeps sickness away."
- (2) "Deep breathing and simple food
Make you happy and good."
- (3) "Higglety pigglety my brown hen
Lays white eggs for little men."

John Kingston, age 9,
Abbott Lake School, Valier, Montana

3. Riddles

a. "I am the telephone of your body. I send messages to all parts of your body. I tell you when to move your arm. What am I? Answer, nerves.

b. "I am a river that flows around in your body. I am made of clear liquid. Many red and a few white fish swim in this river. What am I? Answer, blood."

Edna Mary Johnson, age 11,
Abbott Lake School, Valier, Montana

THE TEACHER'S RESPONSIBILITY FOR THE HEALTH OF SCHOOL CHILDREN

Society, thru the medium of the schools, is more and more assuming joint responsibility with the parents for the health of school children. The daily morning health inspection enables the teacher to discover physical defects of individual children.

In the absence of a school nurse, the teacher should inform the parents in regard to the seeming defects and suggest medical attention. If the matter is broached tactfully, parents are, as a rule, eager to take steps to remedy the defects.

Common defects

The following defects are so common in school children that every child should be examined in order to determine his physical condition in regard to these points.

Malnutrition

Dansdill gives the following list of evidences of malnutrition:

1. The child shows little or no gain in weight each month.
2. Is pale, dull, listless, tires easily, has no ambition for work or play, or is over-ambitious, constantly active and restless.
3. Is nervous, fretful, hard to please.
4. Eats and sleeps badly; has no appetite.
5. Is constipated or has loose bowels.

Children's height and weight should be taken each month and a score card kept. Such a card should be filled out for each year and filed and should contain the following five items for each month: height in inches, standard height for age; weight, standard weight for age; standard gain for month. The Department of the Interior, Bureau of Education, Washington, D. C., will send upon request a card containing standard height and weight for boys and girls.

Defective hearing

At the beginning of the school year all children should be tested to detect cases of defective hearing. The distance at which the tick of a man's ordinary watch can be heard is a test sufficiently accurate to determine which children must be seated near the teacher's desk. Have the child close his eyes while the test is being given. Test each ear separately. Determine the distance at which each child can hear. Noticeable defects should be reported to parents. For an excellent treatment on how to find out whether the child hears well and is free from ear disease, see Dansdill's *Health Training in Schools* issued by the National Tuberculosis Association. See reference list at end of course.

Defective vision

Children's eyes should be tested at the beginning of the year and again at the middle of the year when they have been subjected to the eyestrain attendant upon several months of school work.

Cards for testing may be secured from the Child Welfare Division of the State Board of Health, Helena, Montana. The *Snellen Eye Test Charts* may be secured from a school supply house, or from F. A. Hardy and Company, 10 Wabash Ave., Chicago. If vision is defective, steps should be taken to correct the same by means of glasses. Care should also be exercised in seating children so as to ensure each child a view of work on the blackboard.

Enlarged tonsils and adenoids

Children suffering from either of these causes should receive medical attention. Defects in this respect can be detected by the following symptoms:

- a. Remaining out of school on account of sore throat
- b. Swollen tonsils, making talking and swallowing difficult
- c. Breathing thru the mouth

Decayed teeth

Children's teeth should receive dental attention when they show decay. See that children know that their six-year molars are permanent teeth and will not be replaced if lost.

Common communicable diseases

Because of the intimate association of children in the school-room, infectious and contagious diseases are easily communicated. The teacher should be on the alert to detect the first symptoms of such diseases and should take steps to secure the necessary treatment, isolation, or exclusion. See regulations by Montana State Board of Health at the end of this course.

PROBLEM METHOD IN HYGIENE

Health, as such, is an abstract and uninteresting subject to children. Their interest is aroused only when they see how health aids them to do things, to become skillful in that in which they are interested, to increase their endurance and self-control.

The approach to any phase of hygiene should be from natural interest—games and work—and each group of facts should be used as a solution to a problem that is concrete and personal. The problem should be kept in mind and often referred to during a lesson or group of lessons. The class should feel that to solve these problems and to begin to acquire good health habits will be of immediate and tangible use. Only in this way will there be a motive for the work. Without a motive the desired habits will not be established and the time spent in the study of hygiene will have been wasted.

As health is almost entirely a matter of habit, every problem must be continued thruout the course in order to give time for an activity really to become a habit. A temporary interest will be of little value; it must carry thru in a progressive course of action to its fulfillment.

CORRELATION

As everything in the environment should contribute to individual health, it is impossible to make the study of hygiene an isolated subject. A few authorities believe that it should not be a study by itself but only incidental to other subjects. Unless some time is set apart for this work, however, it is sure to be neglected. As health habits are second to nothing, not even to the ability to read, emphasis that is much more than incidental should be put on this subject in at least two years of school.

Hygiene necessarily overlaps civics, nature study, household arts, and moral instruction. For example, the time that has usually been given to the abstract and meaningless study of food elements in the old physiology, should be devoted to a close correlation of noon lunch, bread and canning club work, and hygiene. The study of topics of digestion and analysis of foods should result in better habits of preparing and eating food, if the approach is from the personal and immediate interest of school and home projects.

In a similar way the study of exercise and its effect on lungs, heart, muscles, and blood followed by concrete illustrations in organized play at recess will react in developing body, mind, and character. In this way hygiene will be used indirectly as one of the best means of teaching morals by developing a spirit of fair play, persistence, courage, generosity toward opponents, and co-operation.

By creating an interest and responsibility in community sanitation the best kind of civics is being taught. The study of the laws of the State Board of Health in regard to the care of stables, disposal of garbage, lighting of school houses, etc., will be a concrete illustration of the relations of the state and community.

USE OF TEXT AND REFERENCE BOOKS

As no one textbook will contain the subject matter needed, it will be necessary to make constant use of supplementary books. A few good reference books, especially the adopted texts, basal and supplementary, and the *Gulick Hygiene Series*, should be in

every school library and used freely by teachers and pupils. Government bulletins and many others given in the bibliography are often valuable as reference books and should be cataloged with other library material. See list at the end of this course.

It is important that the teacher read at least one good book a year on method, theory, or content of each subject which she teaches. Teachers are urged to own at least one book and several bulletins that are given in the bibliography.

HYGIENE IN THE LOWER GRADES

During the first five years the class work in hygiene should be taken up in the language period. The principal objectives for these years are:

1. The establishment of basic health habits.
2. Providing exercises to overcome the evils inherent in children's confinement to the schoolroom.

Since these early years constitute the habit forming period, the children should, to some extent, at least, become habituated to a proper observance of the health laws regarding cleanliness, fresh air, sunshine, food, drink, sleep, exercise, and posture. The work should be correlated with reading, industrial arts, citizenship, and physical education.

Every child in the fourth grade should have the opportunity to read and discuss Andress' *Boys and Girls of Wake-Up Town*, Ginn. In the fifth grade Hutchinson's *The Child's Day*, Houghton, should be used as a supplementary reader or in connection with nature study and language work. These two books together with such supplementary material as Andress' *A Journey to Health Land*, Ginn; Hutchinson's *Building Strong Bodies*, Houghton; Turner and Collins' *Health*, Heath, should lay a splendid foundation in well fixed health habits before hygiene as a separate study in the sixth grade is begun.

See general suggestions for definite habits to establish, aids in establishing them, suggested activities, and the teacher's responsibility in regard to the health of school children. See also course of study in physical education.

The health essentials initiated in these grades should be continued and perfected in the upper grades.

SIXTH YEAR

(In rural schools of five years or more, the sixth and seventh year pupils will be combined. The following outline will be taken even years: 1926-27, 1928-29, etc.)

PERSONAL HYGIENE

Good blood and health

Problem: *In what way does a healthy body depend upon a strong heart and good circulation?*

The pulse and breathing

Determine the heart beat by counting the pulse. Count the pulse before recess; after exercising. Effect of exercise on the heart. Need of gradually strengthening the heart by exercise. Breathing as an indication of the amount of work the heart can stand. Experiments in running, skipping, etc., to control breathing. Effect of exercise on the size of the heart.

The heart and blood vessels

Bring the heart of a pig or sheep to school. Open it and study parts. Name ways the heart can be helped to distribute the blood thru the body. Explain the work of these helpers. Read what Harvey discovered about the blood. The veins of the hand. Compare color of blood in veins with that in arteries. Effect of exercise on circulation; cold baths on circulation. How may most people gradually accustom themselves to cold baths?

Composition of the blood

Where is it made? Necessity for proper food in order to have good blood. Anaemia and its causes. Diet for an anaemic person.

Effect of drugs and alcohol on the heart

Effect of alcohol, opium, morphine, heroin, and cocaine more dangerous than alcohol. Patent medicines such as cough cures, cathartics, headache powders, and soothing syrups often cause the drug habit. Paregoric and laudanum sometimes even given to babies. Small fraction of a grain of heroin, cocaine, or morphine has a powerful effect on the body. Addicts of opiates found even among school children in Montana and other states. "Dope peddler" an even greater danger to society than "bootlegger" and "moonshiner." Horror of opiates should be instilled in school children. Make a list of the amount of alcohol as given on labels of well known patent medicines. Respect for Eighteenth Amendment developed in school.

First aid

Demonstrate how you would give first aid to a person bleeding from the arteries; veins.

References:

Hutchinson, *A Handbook of Health*, Chaps. X, XI, XII, XIII, Houghton

Tuttle, *Principles of Public Health*, pp. 172-174, World

Wiley, *Health Reader*, Chaps. III, VIII, XXVIII, p. 437, Rand

Jewett, *The Body at Work*, Chaps. X, XII-XIV, Ginn

Jewett, *Good Health*, Chaps. XVI, XVII, Ginn

Jewett, *Physiology, Hygiene and Sanitation*, Chaps. V-VII, Ginn

Gulick, *Emergencies*, Chaps. VI-IX, Ginn

O'Shea & Kellogg, *The Body and Health*, Chaps. V, VI, Macm.

O'Shea & Kellogg, *Making the Most of Life*, pp. 152-155, Macm.

Gregg, *Hygiene and Nature Study*, pp. 147-149, Gregg

Farmers' Bulletin No. 377, *Harmfulness of Headache Mixtures*, Dept. Agr.

Ford, *The Case Against the Little White Slaver* (free), Ford

Fresh air breathing

Problem: *How will fresh air and deep breathing make a healthy body?*

Increase in chest capacity

Notice the movement of your chest as you breathe. Place one hand on your chest and the other on your back to feel the expansion. Measure your chest as you inhale, exhale. Keep a record of your chest expansion and compare once a month. Make a set of rules to help you increase the expansion of your chest. Of what value will the increased chest be? Place your hand on each side of the body just over the lower ribs. Where should the breath come from? Position and movement of the diaphragm in breathing. Need of loose clothing. Breath control in singing, reading. Experiment in sustaining tones. Correct phrasing in reading and singing. Effect of posture on breath control.

Organs of breathing

Organs within the chest. Describe the lungs. Importance of lungs to the entire body. Need of exercising lungs as well as other parts of the body. Draw a diagram of the air passage. Follow breath of air from the nostrils and back again. Condition of air when exhaled. Natural breathing tubes. Nature's method of filtering the air. Need of keeping air passages clean. Responsibility of older children in seeing that younger children are supplied with clean handkerchiefs.

Effect of cigarette smoking on the lungs

Where has the smoke been that a cigarette smoker blows from his nostrils? Effect on lungs. What effect does cigarette smoking have on weight, height, color of skin, conduct, mental ability? Why do Thomas Edison and Henry Ford never employ cigarette smokers?

Growth in air passages

Effects of mouth breathing. Thumb-sucking and the use of "pacifiers" as causes of adenoids. Appearance of a person with adenoids or other growth in nasal passages. Effect of adenoids on general health; mentality; disposition. Need for and ease in having adenoids and enlarged tonsils removed by physicians. Make adenoids chart. See Wood's *Health Charts*, 16 and 17.

Colds

Causes of colds. Symptoms. Danger of contagion from coughing and sneezing. How to cover the mouth when coughing and sneezing. Overeating and constipation among the chief causes of colds. Good ventilation a preventive of colds. Other forms of resistance against colds. Make out a set of rules to help you resist colds; to cure colds. Catarrh and chronic colds. Ventilation, eating only simplest foods, exercise, and deep breathing as preventives.

Tuberculosis

Prevention. Spread of tuberculosis. Tuberculosis a germ disease. Tuberculosis a curable disease. Care of sputum and handkerchiefs. Forms of tuberculosis. Mistaken notion of inheritance of tuberculosis. Impure milk as a carrier. Flies as carriers of germs. Danger from dust, damp cellars, unclean food, common drinking cup, dirty toilets. Danger from certain kinds of drinking fountains. Care and isolation of tubercular patients. Danger from houses where tubercular people have lived. Open air schools.

Pneumonia

A germ disease. Preventives. Fresh air, only simplest food, sufficient clothing, keeping feet dry, plenty of sleep, exercise. Dangers to users of alcoholic liquors; to over-eaters. Increase in number of cases in February and March. Reason. Care of pneumonia patients. Fresh air as first requisite; outdoor treatment.

References:

- Hutchinson, *A Handbook of Health*, Chap. XIV, Houghton
 Tuttle, *Principles of Public Health*, Chaps. XXXI, XXXII, World
 Kinne & Cooley, *The Home and the Family*, pp. 168-176, 218, Macm.
 Wood, *Health Essentials for Rural School Children*, pp. 11-13, (Bulletin), A. M. A.
 Wood, *Health Charts* (Bulletin or Charts), A. M. A.
 Jewett, *The Body at Work*, pp. 209-210, Ginn
 Jewett, *Physiology, Hygiene and Sanitation*, Chaps. VIII, XXI, Ginn
 Ritchie & Caldwell, *Primer of Sanitation and Hygiene*, pp. 270-275,
 World
 O'Shea & Kellogg, *Health Habits*, Chaps. IX-XI, Macm.
 Ford, *The Case Against the Little White Slaver*, Ford

Building strong nerves

Problem: *How we may become efficient by building strong nerves?*

The body as a large industrial system

The brain as superintendent of the system. Line of communication to muscles thru spinal cord and nerves. Brain as controller of muscles.

Reflex action and habit formation

How good habits may be formed. Illustration in hygiene; arithmetic. Importance of habit. Age when habits are formed. List habits that are being formed at school; at home. (Teachers should study a chapter on habits from some good psychology.)

Effect of sleep on nerves and brain

Amount of sleep needed at different ages. Proper position for sleeping. Fresh air during sleep. Regular hours for retiring.

Effect of alcohol and patent medicines on brain

On the nerves. Effect of cigarette smoking. Attitude of railroads and other large companies toward employees using alcohol. Reason for recent laws. World War and its effect on "dry" laws, Russia, France, United States.

Health of brain and nerves

Effect of mental activity; motor activity. Industrial work in school as an aid to mental work. Waves of fatigue. Time of day when a change of work is needed. Exercise and cold baths as stimulants to healthy nerves.

References:

- Hutchinson, *A Handbook of Health*, pp. 235-240, Houghton
 Conn, *Elementary Physiology and Hygiene*, Chaps. IX, X, XI, Silver
 Tuttle, *Principles of Public Health*, Chaps. XII, XV, World

Jewett, *Good Health*, Chaps. XI-XIII, Ginn

Wiley, *Health Reader*, Chap. XXXI, Rand

Ritchie & Caldwell, *Primer of Hygiene and Sanitation*, pp. 90-97, World

O'Shea & Kellogg, *The Body in Health*, Chap. XII, Macm.

The skin and health

Problem: *How to have a clear, healthy skin.*

Body waste matter and skin

Structure of the skin. Two functions. Perspiration. The kidneys and waste. The skin as a heat regulator. Drinking water for an "internal bath." Need of cleansing the stomach and bowels every morning. Several glasses of warm water taken immediately on rising a stimulant to the bowels. Need of removing waste matter from the skin by frequent bathing. Relation of health and bathing. Body waste matter makes frequent change of clothing necessary. Need of different clothing day and night. How to bathe. Frequency of bathing. Winter bathing. Bathing facilities in the home. Individual towels and wash cloths. Relation of clean, healthy skin to complexion. Use of camphor ice, mentholatum, or other preparations in treating chapped lips and cold sores. Care of the nails, demonstration. Cause and treatment of itch. (Solution of baking soda 1 tbs. to 1 pt. water). Unbroken skin a resistance against germs.

References:

Hutchinson, *A Handbook of Health*, Chaps. XV and XVI, Houghton

Tuttle, *Principles of Public Health*, Chap. XIV, World

Gulick, *Emergencies*, Chaps. VII, XI, XII, Ginn

Jewett, *Good Health*, Chap. XII, Ginn

Ritchie & Caldwell, *Primer of Hygiene and Sanitation*, World

O'Shea & Kellogg, *Health Habits*, Chap. XVII, Macm.

The hair

Clean hair as a mark of refinement. Effect of grooming on a horse's coat. Value of massage. Cleanliness and brushing as preventive of dandruff and falling hair. Cleanliness and "fluffy" hair. Frequency and method of shampooing; tar, castile, and ivory soaps; method of applying, rinsing, drying. How prevent "taking cold" after a shampoo in winter. Individual comb and brush; care. Hair as an absorbent of kitchen odors. Need of wearing a cap when cooking; dusting. Neatness of hair dressing an index of refinement.

References:

- Tuttle, *Principles of Public Health*, p. 169, World
 Conn, *Elementary Physiology and Hygiene*, pp. 159-160, Silver
 Jewett, *Good Health*, Chap. XXI, Ginn

Caring for the senses**Sense of sight**

Problem: *How may the eye defects of school children be reduced?*

Dr. Wood reports that 21 per cent of rural school children and 13.4 per cent of city school children have eye defects.

Structure of the eye. Strain of eye sight in school. Law requiring windows on left and rear only of school buildings. Reasons for windows' being "banked" or grouped. Reason for windows' reaching to ceiling. Tired eyes as a danger signal. Headache as one sign of eye strain. Need of glasses to correct eye weaknesses. Danger of using glasses not specially fitted by a competent oculist. Testing the sight at school. See *Snellen's Eye Test Chart*. Proper position for reading. Protection of babies' eyes from direct light when awake or sleeping. Indian and Japanese method of carrying babies as cause of eye trouble. Danger from public towels and wash basins. Removing particles from the eye. Solution of boric acid, a remedy for inflamed eyes. How to bandage the eye. State School for Blind at Boulder.

References:

- Hutchinson, *A Handbook of Health*, Chap. XXIII, Houghton
 Tuttle, *Principles of Public Health*, Chap. XIII, World
 Gulick, *Emergencies*, Chap. XIV, Ginn
 Ritchie & Caldwell, *Primer of Hygiene and Sanitation*, Chap. XXIV,
 World
 Andress, *Health Education in Rural Schools*, Chap. XVI, Houghton
 O'Shea & Kellogg, *The Body in Health*, Chap. XIII, Macm.
 Hoag, *Organized Health Work in Schools*, p. 20, Supt. Doc.
 Wood, *Health Charts*, pp. 14, 15, 28, A. M. A.
Snellen's Eye Test Chart, F. A. Hardy & Co., 10 Wabash Ave., Chicago

Sense of hearing

Problem: *How should we care for the ear?*

Structure of the ear. How we hear. Cause of earache; treatment. Mistaken notion of outgrowing earache. Adenoids as a cause of deafness. 23.4 per cent of rural school children have adenoids. 12.5 per cent of city school children have adenoids.

“Running” ears as a cause of deafness. Need of skilled physician to care for the ear. Demonstration of ear bandaging. State School for Deaf at Boulder.

References :

Hutchinson, *A Handbook of Health*, pp. 266-269, Houghton
Tuttle, *Principles of Public Health*, Chap. XIII, World
Conn, *Elementary Physiology and Hygiene*, pp. 222-226, Silver
Jewett, *Physiology, Hygiene, and Sanitation*, Chap. XVI, Ginn
Ritchie & Caldwell, *Primer of Hygiene and Sanitation*, Chap. XXVI,
World

Andress, *Health Education in Rural Schools*, Chap. XVI, Houghton
Hoag, *Organized Health Work in the Schools*, p. 19, Supt. Doc.

O'Shea & Kellogg, *The Body in Health*, Chap. XIV, Macm.

Sense of taste Sense of smell Sense of touch	}	Conn, <i>Elementary Physiology and Hygiene</i> , pp. 226-235, Silver
		O'Shea & Kellogg, <i>The Body in Health</i> , Chap. XV, Macm.

The teeth and their care

Problem: *How may we have good health thru good teeth?*

Causes of toothache. Treatment of toothache to prevent inflammation. Causes and prevention of decayed teeth. Why were young men who had bad teeth rejected by draft boards during the World War? Structure of the teeth. First appearance of permanent teeth. Decayed baby teeth a danger to new teeth. Care of first teeth. How help a younger brother or sister to establish a habit of caring for the teeth. Salt or soda as home “tooth powders.” Lime water as a mouth wash. How and when to use a tooth brush. Individual tooth brush. Care of tooth brush. Effect of good teeth on digestion. Good teeth and general health. Need of false teeth due to early neglect. Good teeth as one preventive of tuberculosis and other infectious diseases. Why soldiers in camps during World War were required to brush their teeth twelve times a day during influenza epidemic. Cause of irregular teeth. Adenoids as one cause of prominent front teeth. How irregular teeth may be straightened.

References :

Hutchinson, *A Handbook of Health*, Chap. XXV, Houghton
Tuttle, *Principles of Public Health*, Chap. X, World
Conn, *Elementary Physiology and Hygiene*, pp. 37-39, Silver
Ferguson, *A Child's Book of the Teeth*, World
Andress, *Health Education in Rural Schools*, Chap. XIV, Houghton

Bulletins :

Hoag, *Organized Health Work in Schools*, p. 19, Supt. Doc.
Wood, *Health Charts*, p. 18, A. M. A.

COMMUNITY HYGIENE

Healthful location of the home, the school and the city

Problem: *What should guide us in choosing a healthful location of a home?*

Elevation. General surroundings. Sunlight. Water supply. Danger from streams; spring, wells, impure water as chief cause of typhoid fever and intestinal diseases. Location of well. Precaution against pollution by surface water. Drainage.

Make drawing of farm yards in community showing barns, sheds, chicken houses, toilets; and place well in good position in relation to buildings. Drainage. Cost of piping water to the house. Sink in the kitchen.

References:

- Hutchinson, *Community Hygiene*, Chap. XXIII, Houghton
 Conn, *Elementary Physiology and Hygiene*, Chap. XVI, Silver
 Kinne & Cooley, *Food and Health*, pp. 20-25, Macm.
 Ritchie & Caldwell, *Primer of Sanitation and Hygiene*, Chap. XX,
 World
 Bulletin No. 23, *Teaching Community Civics*, Bur. Ed.
 Andress, *Health Education in Rural Schools*, Chap. VII, Houghton

Home and school toilets

Problem: *How may outdoor toilets be made sanitary?*

Location. Screening

For moral reasons; aesthetic reasons; lattice vs. tight board screen; vines, hops, woodbines, etc., as additional screen. How built. Study pictures in bulletin 463, *The Sanitary Privy*. See bibliography. Care. Use of unslacked or chloride of lime; use of whitewash as a disinfectant; need of lock and key for school toilet.

References:

- Farmers' Bulletin No. 463, *The Sanitary Privy*, Dept. Agr.
 Farmers' Bulletin No. 270, *Modern Conveniences in the Farm Home*,
 Dept. Agr.
 Bulletin No. 17, *Disposal of Sewage in Rural School Districts*, Ed.
 Dept. Cal.
 Kern, *Among Country Schools*, Ginn

Disposal of slops, garbage and rubbish

Problem: *How shall waste water, garbage and rubbish be disposed of?*

Sink drains. Use of chloride of lime as disinfectant. Disposal of slops. Plan and cost of septic tank. Garbage and fly

breeding. Covered garbage pails. Use of fresh paper each day to save work. Care of garbage pails. Use of chloride of lime. Disposal of tin cans, bones, etc. Compost heap as an economic means of garbage disposal. Use of ashes. Plans for community "Clean-Up day." How to get co-operation of whole community. Best time. Tentative plans with some community organization. Need for individuals' beginning at home. Public places that need attention. How to make "Clean-Up" day a "good time" event.

References:

Kinne & Cooley, *Food and Health*, pp. 143, 266, Macm.

Overton, *General Hygiene*, p. 176, Am. Bk.

Kinne & Cooley, *The Home and the Family*, pp. 139, 260, Macm.

Mosquitoes and flies

Problem: *How the community can be protected from flies and mosquitoes.*

Flies as a menace to health

Structure and life history. How disease germs are carried. Cleanliness as the best preventive. Importance of destroying breeding places. What to do with manure; screening the house from flies; how starve the fly; protection of food—in the home—the store; the school dinner pail. Survey of breeding places in the community; experiment with fly traps to see where flies come from; best kind of fly traps; home made traps. Project—making fly traps at school. "Swat the Fly" campaign as part of "Clean-Up" day movement. Make fly poster for "Swat the Fly" exhibit.

Mosquitoes as germ carriers

Breeding places. Life history. Drainage of swamps as preventives. Coal oil poured over breeding places as a precaution. Remedy for mosquito bite. Sanitary campaign in Panama and Cuba.

References:

Hutchinson, *A Handbook of Health*, pp. 309-311, Houghton

Jewett, *Physiology, Hygiene and Sanitation*, Chap. XIX, Ginn

Wood, *Health Charts*, No. 23, A. M. A.

Wiley, *Health Reader*, Chap. IV, Rand

Overton, *General Hygiene*, Chap. XIX, Am. Bk.

Kinne & Cooley, *The Home and the Family*, pp. 148-160, 210, Macm.

Circular No. 1, *The Filthy Fly*, Dept. Health

O'Shea & Kellogg, *Health and Cleanliness*, Chap. V, Macm.

Andress, *Health Education in Rural Schools*, Chap. VIII, Houghton

Lighting of home, school and church

Problem: *How does lighting affect health?*

Lighting of the home

Light and sunshine as best disinfectants. Arrangement of kitchen for good lighting. Importance of cross lighting in bed room for ventilating purposes. Desirability of windows in closets. Best kind of lights for living room; dining room; shades for the eyes. Indirect lighting for homes. Where to sit in relation to the light when reading or sewing. Window shades and curtains; materials and colors best adapted to the room in which they are used. Danger from twilight reading.

Lighting of the school

Danger from cross lighting. Method of correcting defects in old buildings. Proper methods of placing windows. Reason for grouping windows. Proportion of floor space and windows. Distance from ceiling and reasons. Arrangement of seats in relation to the lighting. Good window shades; materials, colors, hanging use. Danger of placing blackboards between or near windows. How to avoid high lights on blackboards. See topic Care of Eyes.

Lighting of church or other public buildings

Same principles as for school house.

References:

Kinne & Cooley, *Food and Health*, pp. 186-191, Macm.

Kinne & Cooley, *The Home and the Family*, Frontispiece and p. 107, Macm.

Wood, *Health Essentials for Rural School Children*, pp. 5-9, A. M. A.

Wood, *Health Charts*, No. 14, A. M. A.

Heating and ventilating of home and public buildings

Problem: *How does air become contaminated? How may we be free from contaminated air?*

Heating

Danger from over heating. Need of keeping even temperature 68°-70°. Thermometer in the school room; proper placing. Temperature for bed rooms. Use of sleeping porches; improvised sleeping porches. Principle of heating and ventilating. Need of moisture in the home and school.

Ventilation

Danger of foul air in over heated room. Experiments in studying oxygen; change that oxygen undergoes in the body. Amount of fresh air needed in school room. Each child needs 30 cu. ft. of air per minute. Use of window boards for ventilation in the home. Need of ventilation in picture theaters, churches, and other public buildings. Poor ventilation, a cause of colds. Change of air in the school room at recess. Relation of ventilation to school work.

References:

- Wiley, *Health Reader*, pp. 16-20, Chaps. VI, VII, Rand
 Ritchie & Caldwell, *Primer of Sanitation and Hygiene*, pp. 254-263,
 World
 Jewett, *Town and City*, Chaps. II and III, Ginn
 Wood, *Health Charts*, No. 20, A. M. A.
 Andress, *Health Education in Rural Schools*, Chap. X, Houghton

Sweeping, cleaning and dusting

Problem: *How can dirt be kept out of the home and public buildings?*

Cleanliness in the home

Care of cupboards, food, brooms, mops, etc. Cleanliness in the cellar. Cleanliness in the bed room; airing by day, cross ventilation by night. How to air bedding. Weekly changes of bed linen. Individual soap, towels, etc. Care of mattress, springs, etc. How to make a bed. (Demonstration on doll's bed). Care of dining room; how to care for table between meals; how to clear table; care of left-over food. Care of living rooms; proper lighting. Old New England parlor versus present day living room. Kind of carpets; rugs; care. Good taste in furnishings. Dust preventives. Cleaning compounds. Danger from feather duster. Floor brush vs. broom.

Cleanliness of stores

State laws in regard to exposure of fruits and vegetables. Covering goods when sweeping. Need of sunlight and ventilation. What the customer should expect. How bread should be handled; meat. Oiled paper on scales when weighing.

Cleanliness in the schoolhouse

Slogan: *Keep the school house as clean as a hospital.* Cleaning shoes at entrance. How to make foot scrapers for home and school. Care of the floor; sweeping, how, time of day. Use of

brush rather than broom; reason. Oiling; quantity, kind, method. Scrubbing; frequency. Care of windows; frequency of washing, method. Blackboards; daily cleaning *after* school at night, proper cleaning cloths, care of chalk trays, care of erasers, *nightly* cleaning, arrangement of work on blackboard. Walls and ceiling; best kind, color schemes, frequency of painting, tinting, or whitewashing; how to make whitewash. Care of stove; building fire, care of fuel, necessity of frequent removal of ashes from stove, use of ashes after removal, blacking stove, care of library, industrial supplies, musical instruments, individual drinking cups, warm lunch equipment, desks, etc. Responsibility for cleanliness of school rooms. Need of janitor; co-operation and opportunities of children; condition teacher and pupils should expect at opening of school. Law in regard to cleaning the school house at least once in three months. What this includes.

References:

- Kinne & Cooley, *The Home and the Family*, pp. 102-114, Macm.
Bulletin No. 2, *Regulations for Disinfectants*, Dept. Health
O'Shea & Kellogg, *Health and Cleanliness*, Chap. VII, Macm.

Dairies and the care of milk

Problem: *How do clean dairies and clean milk affect the health of a community?*

The following regulations of the State Board of Health should be studied by the children and the survey of the city dairy taken later:

1. Does the dairy barn contain at least 400 cubic feet for each cow? Are the stalls at least three feet in width?
2. Does the barn contain four square feet of window space for each cow?
3. Is there a loft above the stable? If so, is the floor well constructed so that dust cannot get thru?
4. Is the floor of the stable well drained?
5. Is the stable 100 feet or more from toilet or workshops?
6. Are there any other animals kept in any room which is used for stabling cows for dairy purposes?
7. Are pure clean water, soap, and wash basin provided in the dairy barn?
8. Do the persons who milk the cows always wash their hands immediately before beginning milking?
9. Do the milkers ever use tobacco in any form while milking?
10. Are the cows kept as clean as possible? Are the udders brushed and wiped with a clean damp cloth before milking?

11. Are sick cows allowed in the building with cows used for dairy purposes?

12. Are the walls and ceilings free from dust and cobwebs? Have they been painted at least once within two years or lime-washed at least twice within a year?

13. Is the manure removed from the stable daily? Is it stored at least 100 feet away? Or if the manure is within an inclosure and the drainage away from the barn, is it at least 50 feet from the stable?

14. If a barnyard is used for cows, is there a drinking trough with fresh, clean pure water provided?

15. If an enclosure is used in which to keep the cows, is it graded, drained, and kept reasonably dry?

16. Are cows allowed to eat stable bedding or other refuse from any barn or beet sugar factory refuse?

17. Are a sufficient number of pails, cans or other receptacles provided? Are they made of glass, stoneware, glazed material, or number one tin?

18. Is the milk, as soon as it is drawn from each individual cow, removed to a separate milk room?

19. Is the milk room thoroly screened from flies? Properly lighted? Ventilated? Kept scrupulously clean and free from dust?

20. Is the milk room separate from the barn or stable? Is it ever used for a living or sleeping room? Is it provided with pure water and has it suitable facilities for straining, cooling, and storing milk, washing and sterilizing all utensils?

21. If not more than 4 cows are milked and a room in the house is used for the milk house, is it at all times kept in a clean and sanitary condition?

22. Are all cans, measures, bottles, and other receptacles daily sterilized by scalding with boiling water?

23. Is milk cooled as quickly as possible after being strained? Is it kept at a temperature not exceeding 40 degrees F.?

24. Is fresh warm milk kept separate from that which has been cooled?

25. Have there been any infectious diseases in the family or among the employes of the person engaged in the production, storage, sale, delivery, or distribution of milk? If so, did he or she immediately notify the local or county health officer?

26. Are milk, cream, or other dairy products ever sold or delivered from any dairy where there is a contagious or infectious disease on the premises?

27. Is the clothing worn by those milking cows or in any way handling or delivering milk thoroly clean?

28. When was the dairy last inspected? What score was given by the inspector?

29. Are the "Regulations for Dairies" posted in a conspicuous place in the dairy?

References:

- Farmers' Bulletin No. 63, *Care of Milk on the Farm*, Dept. Agr.
Farmers' Bulletin No. 602, *The Production of Clean Milk*, Dept. Agr.
Hoag & Terman, *Health Work in Schools*, Houghton
Bulletin, *Public Health Laws and Regulations*, Bd. Health
Poster, *Regulations for Dairies*, Bd. Health

Creameries, bakeries, meat markets, hotels, restaurants

From the Food and Drug Regulations adopted by the State Board of Health, make up a set of survey questions similar to those on the dairy and have a survey taken, providing the school is near such a place. Before the survey is taken it will be necessary for the teacher to make arrangements with the proprietor for having the pupils take the survey. If the owner objects, of course, nothing can be done more than to study the regulations and learn what to expect.

Community co-operation in hygiene and sanitation

What each individual can do

What the school can do

What the church can do

What other community organizations can do:

Parent-Teacher Association

Boy Scouts

Camp Fire Girls

Mothers' Clubs

Commercial Clubs

Other local clubs

SEVENTH YEAR

In rural schools of five or more grades the sixth and seventh grade pupils will be combined and the following course taken odd years: 1927-28, etc.

POSTURE AND SYMMETRY

Problem: *How to develop a symmetrical body.*

The person we admire most physically. The class of people. Reason. How they stand. Position of head, chest, shoulders, feet, knees, hips. Make blackboard drawings of each other to show line of back; chest; shoulders; chin. Study your outline in the mirror at home. Compare with pictures of soldiers, boy scouts, camp fire girls. Collect pictures showing (a) good posture, (b) poor posture. Compare pictures and list the good points in the first. Make posture charts and save for "Good Health" day exhibit.

Study sitting posture. Sketch each other's outline on the blackboard to show curve of back, chest, and feet in sitting position. Sit with feet squarely on the floor, back straight, chest out, head erect. Try another position more commonly seen. Compare, by using tape measure, the width of the chest in the two positions. In which position can you take a deeper breath. Compare the effect of the position of the lungs in the two positions. Notice the tilt of the shoulders of different children at their seats. What is gradually happening? Notice whether all can easily touch the floor with the balls of the feet. How can you help to remedy this if any are in such uncomfortable positions? Look around the room to see if desks are too low or too high. What changes should you make?

How may you help your baby brother or sister to have a straight back; full chest? Why is there special need of proper care of the baby in that respect? Make a set of rules to help younger children to develop straight backs; full chests; erect heads.

Measure each other's height. How does it compare with the average of the same age? How does your weight compare? (O'Shea & Kellogg, *Making the Most of Life*, p. 9) What did the early Grecians do to make symmetrical bodies? Study picture of Greek statues to see the result of such care and exercise.

Test your sitting and standing position once a month. Keep a record by saving the outline drawings you make of each other. See also Posture Training in Physical Education course.

References:

- Hutchinson, *A Handbook of Health*, Chaps. XX, XXI, Houghton
 Hutchinson, *Community Hygiene*, Chap. XVII, Houghton
 Jewett, *The Body at Work*, Chaps. I, II, III, Ginn
Boy Scouts of America (Official Handbook), Doubled.
 Wiley, *Health Reader*, p. 375, Chap. XXXII, Rand
 O'Shea & Kellogg, *Making the Most of Life*, p. 17, Chaps. I, V, Macm.
 Wood, *Health Charts*, Nos. 19, 20, 21, 29, A. M. A.
 Andress, *Health Education in Rural Schools*, Chap. XII, Houghton

STRONG MUSCLES

Problem: *How developing strong muscles and controlling them lead to greater efficiency.*

Compare the arm of a blacksmith and a clerk. What has made the difference? List occupations that develop strong muscles. How may a clerk develop strong muscles?

What must you know about your muscles in order to control them? Bring some boiled beef to school and pick it apart to see the construction of muscles. Change in muscle fibers to help in moving parts of the body. Compare this with the movement of an earth worm, a rubber band. Look at the muscle fibers in meat under a magnifying or reading glass. How held together?

How nourishment is supplied to separate fibers. In what form? Source of this nourishment. Need of proper food to make healthy muscles. Need of careful mastication. (Wiley, *Health Reader*, p. 319) What will determine the amount of blood a muscle will receive? Reason for white and dark meat of a chicken. Reason for tough and tender pieces of beef. Make a diagram of a beef and indicate tough and tender parts. Give reason (Kinne & Cooley, *Food and Health*, pp. 206-209).

Feel each other's arm muscles. What is the name of this muscle? From pictures showing well developed muscles make a chart accounting for such development. Importance of muscular control as illustrated in present system of penmanship. How is muscular control shown in the expression of the face? Need of muscular control to make a graceful and free movement and walk.

List kinds of work and exercises that will strengthen the muscles of the arm; the leg. Need of exercise to counteract position taken in certain kinds of work, such as digging potatoes, washing, laying a floor. Suggestive exercises.

How are muscles attached to bones? Name places on the body where tendons are to be found. Study tendons of a chicken. Advantage of having tendons instead of muscles on the back of the hand. What happens to the tendons when one has a sprained joint?

Effect of alcohol on muscles. Read about the experiments that have been made in references given below.

References:

- Hutchinson, *A Handbook of Health*, Chap. XVIII, Houghton
 Conn, *Elementary Physiology and Hygiene*, pp. 316-318, Silver
 Jewett, *The Body at Work*, Chaps. IV, VII, XXIV, XXV, Ginn
 Jewett, *Physiology, Hygiene and Sanitation*, Chap. II, Ginn
 Jewett, *Good Health*, Chaps. VI, VII, XXIII, XXIV, XXX, Ginn
 Ritchie & Caldwell, *Primer of Sanitation and Hygiene*, pp. 220-223,
 World
 Wiley, *Health Reader*, p. 319, Rand
 O'Shea & Kellogg, *The Body in Health*, Chap. XI, Macm.

THE FRAMEWORK OF THE BODY

Problem: *What we should know about our bones in order to have straight bodies.*

Use of bones

As a support to muscles.

As a protection to delicate organs.

Framework of body

Compare to that of a house. Plan of framework. Most important part. Various uses of spinal column. Structure. Show by drawings, the vertebrae in a straight spinal column. Crooked body. Effect of lounging position on spinal column. Draw line of spine when body is in good sitting position. Special need for young children's sitting or lying in good positions.

The ribs

Study a picture. How joined to spinal column. Effect of tight clothing on ribs. Effect of cramped ribs on lungs and chest. Make a chart of pictures of proper dresses that will give freedom for girls and women.

Movement of the bones

How possible. Experiment with head, shoulders, knee, finger. Two kinds of movements. Joints. How bones are held together.

Composition of bones

Composition as shown by soup stock; as shown by burning of bone. Study of bone under a microscope. Difference in composition of bones at different ages. Duty in sparing elderly people from climbing stairs and heavy lifting. Softness and pliability of children's bones as indicated by (1) early custom of some Indian tribes making flat heads on their children; (2) babies who are allowed to sleep on one side. Rickets as caused by lack of nourishment to supply mineral matter to harden the bones. Danger of children's changing shape of upper jaw by thumb-sucking.

Bones of the feet

Chinese custom of changing shape of bones of babies' feet. Harm in wearing pointed shoes. Grace and ease of walk of Indian women in mocassins. Draw an outline of your foot with the shoe off to show the shape of shoe you should wear. Notice the inside of the foot. Draw a picture of the foot to show the position in high heels. Cause of flat foot and prevention. How length of shoes affects comfort. Prevention and treatment of corns. Danger from wearing rubbers and boots in the house. Make a chart showing good and bad shapes of shoes advertised in magazines. List favorable points in the former. See Wood, *Health Charts*, No. 27.

First aid

Demonstrate how to treat sprained ankle till the doctor arrives; a broken arm. How to prevent and treat diseases of the bones; curvature of the spine; hip diseases. (Gulick, *Emergencies*, Chap. IV)

References:

Hutchinson, *A Handbook of Health*, Chaps. XIX, XXI, XXVII, Houghton

Jewett, *The Body at Work*, pp. 39-40, Chap. VI, Ginn

Gulick, *Emergencies*, Chap. IV, Ginn

Ritchie & Caldwell, *Primer of Sanitation and Physiology*, pp. 227-231, World

American Red Cross Abridged Text Book in First Aid, Blak.

Wood, *Health Charts*, Nos. 25 and 27, A. M. A.

O'Shea & Kellogg, *The Body in Health*, Chap. X, Macm.

EXERCISE AND HEALTH

Problem: *What kind of exercise will make us strong and healthy?*

Games to strengthen muscles

Causes of lameness after mountain climbing, playing new games, new kind of work. Play "See-Saw" as an experiment to show this. From several kinds of experiments determine what parts of the body need more exercise. What kind of games will strengthen and help you to control the muscles of the arm; of the leg? (Consult Bancroft or other books of games.) Try these at recess. Girls make several stout bean bags. Learn new games played with bean bags.

Physical and moral value of different games

Study the rules for volley ball (Curtis, *Play and Recreation in the Open Country*, pp. 22, 58, 112). Why such a valuable game? Need of such games for older people. Invite patrons to come to school for games. Compare value of the exercise in swinging and relay races; "toss and catch" and baseball; croquet and tennis. Value of skating, snowshoeing. Give all the reasons you can think of for organized play on the school ground. How does it affect judgment; courage; self-control? How to take defeat; victory. Your responsibility in encouraging younger children to play games. What persons in your school need games and athletics most?

Exercise in the school room

Make a list of good games that can be played in the school room on stormy days. Need of ventilation at that time. Form of exercise and kind of games one or several children can carry on at home. Exercises or games to correct a bent back; flat chest; stiff spine.

Proper method of walking

Effect on the spine of incorrect walking. Make a set of rules for walking that will give a balanced and graceful carriage. Practice these as you march in and out of the room at recess, going to and from school. Practice skipping to develop lightness of step and grace of body. Lightness and grace of step in the army.

Game contests

Plan early in the year for a game contest with other classes to take place in the spring. Make a list of games and "events" on which you should practice during the year. Study simple training schedules for track athletics. Send to Russell Sage Foundation, New York, for rules for different ages. Write for price. Why will it be better to have class contest against class in each of the events instead of having a few of the most athletic pupils contest against each other? See same topics in Physical Education.

Alcohol, tobacco, and athletics

Rules of athletic associations against the use of alcohol; tobacco (O'Shea & Kellogg, *Making the Most of Life*, pp. 166-169; Jewett, *The Body at Work*, Chap. X)

Debate: Resolved that country boys need games more than city boys do.

References:

- Hutchinson, *Handbook of Health*, Chap. XXII, Houghton
 Curtis, *Play and Recreation in the Open Country*, Ginn
 Kinne & Cooley, *The Home and the Family*, Macm.
 Bancroft, *Games for the Playground, Home and School*, Macm.
 Bulletin, *Plays and Games Number*, State Normal School, Emporia, Kansas
 Wood, *Health Charts*, Nos. 24, 26, 51, A. M. A.
 O'Shea & Kellogg, *Health Habits*, Chaps. VI, VII, Macm.
 Address, *Health Education in Rural Schools*, Chap. XI, Houghton

FOOD AND HEALTH

Problem: *Why do we need a warm lunch at noon and how is it possible at school?*

Warm lunch

Number of hours between breakfast and supper. Need of appetizing lunch at noon. Effect on afternoon work. List of simple dishes that may be cooked on the flat top stove to supplement lunch brought from home.

Soups	Stews
Vegetable dishes	Ways of cooking potatoes
Egg dishes	Cereals
Fried dishes	Cocoa

List of simple dishes that may be cooked in a home-made fireless cooker. How to make and use a fireless cooker. Possi-

bilities from deep wooden boxes; butter tub; old trunk; wooden candy bucket. Lining and padding: sawdust, hay, crushed paper, dried moss, oats. How to shape a "nest" for receptacle. Best kind of receptacle and cover. Cushion for top. Principle of cooking in fireless cooker. Use of fireless cooker in the home. Advantage in cooking cereals, tough meat, etc. Advantage in hot weather. Use of school heater in preparing a warm lunch. Use of ash pan; ledge of door of some makes of stoves; water pan; home made shelf on stove pipe. A good, warm lunch equipment for school. Cost of blue-flame oil stove and other equipment. Necessary kettles, pans, dishes, spoons, etc. Home-made cupboard for equipment. Home-made window cupboard for food. (Farmer's Bulletin, *Modern Conveniences in the Farm Home*, Dept. of Agriculture, Washington) How to manage a warm lunch with greatest economy.

References:

- Hutchinson, *A Handbook of Health*, Chap. VIII, Houghton
 Kinne & Cooley, *Food and Health*, pp. 9-74, 79-81, 137, 250-254, Macm.
 Farnsworth, *The Rural School Lunch*, Webb
 Wood, *Health Essentials for Rural School Children*, p. 18, A. M. A.
 Bulletin No. 712, *School Lunches*, State Relation Service, Dept. Agr.
 Wood, *Health Charts*, Nos. 30 and 48, A. M. A.
 Tuttle, *Principles of Public Health*, pp. 14-40, World
 Conn, *Elementary Physiology and Hygiene*, Chaps. I-III
 Jewett, *The Body at Work*, Chaps. XVIII-XXII, Ginn
 Kinne & Cooley, *Food and Health*, Macm.
 O'Shea & Kellogg, *Making the Most of Life*, pp. 21, 25, 30-38, Chap. VI, Macm.
 Wiley, *Health Reader*, Chap. XIV-XXV, Rand

Bulletins:

- Rose, *Food for School Boys and Girls*, Bur. Pub.
 Rose, *The Feeding of Young Children*, Bur. Pub.
 Rose, *Some Food Facts to Help the Housewife in Feeding the Family*, Bur. Pub.

Home projects in food study

Problem: *How may we judge a well balanced meal?*

Why the body needs food. What becomes of food eaten. Different uses of food eaten. (Review muscles, bones, etc.) Four classes of foods. List of common proteins, carbohydrates, fats, and minerals. Butter fat in milk. Use Babcock tester. Why a young baby lives on milk. Importance of clean milk. Cause of milk souring. Clean milk a prevention against quick souring; even, cool temperature a prevention. Modified milk; Pasteurized milk; sterilized milk.

Where we get mineral matter in our food. Increase in amount of carbohydrates over proteins as one gets older. Need of vegetables and fruit for bulk. Coarse breads and fruits, a prevention against constipation. Need of drinking many glasses of water a day. How to drink water, when. Surplus of carbohydrates; proteins. Danger of too much of either. Foods that fat people should avoid; thin people. Foods that have little or no nutritive value. Diet for an anaemic person; for one with diabetes; constipation; rheumatism (Wiley, *Health Reader*, p. 147). Experiments that have been made in eating. (Jewett, *The Body at Work*, Chap. XVIII)

Meaning of balanced meals. How to balance a meal. Survey of breakfast eaten by pupils. Classify breakfast as to food elements: protein, carbo-hydrates, fats, minerals. Milk a perfect food. Judge as to proper balancing of food elements. Lists of simple, well-balanced breakfasts; dinners; suppers; school lunches. Criticise imaginary meals and substitute foods to make them balance. (Criticise: Dinner—pea soup, creamed potatoes, roast beef, lima beans, apple pie with whipped cream, cheese, milk. Lunch—fried potatoes, macaroni, rice with bananas.) How to plan meals at home. Principle of balancing rations for animals the same as human beings. Importance of balancing rations as shown by results of pig, baby beef, and poultry contests. Effect of proper serving on appetite.

Amount of food required by the body

See Kinne & Cooley, *Food and Health*, pp. 258-277. How food is measured. Calorie as an energy giving unit. Number of calories needed for children of different ages and weight. (Rose, *Food for School Boys and Girls*, pp. 5, 6, 14)

100-Calorie Portions

1 small roll	$\frac{3}{4}$ of a banana
1 thick slice home-made bread	4 dates
1 shredded wheat biscuit	1 large orange
1 egg	$\frac{1}{2}$ square of chocolate
1 tablespoon or pat of butter	$\frac{1}{2}$ of a doughnut
1 serving of halibut or whitefish	$\frac{1}{4}$ serving of pie
2 slices of bacon	2 tablespoons or 4 lumps of sugar
$\frac{1}{2}$ serving of sirloin	$\frac{1}{3}$ cup baked beans
$\frac{2}{3}$ cup of milk	1 serving canned corn
1 large apple	2 servings of carrots
1 cup raspberries	1 serving of fresh peas

Kinne & Cooley give the food requirements for a day for different ages as follows:

Person	Age	Weight	Calories
Man	40	154	2680
Woman	38	120	2160
Girl	16	110	2200
Boy	12	75	2250
Boy	6	40	1600

Estimate amount of food needed for first year boys; girls; eighth year; father; mother. Estimate number of calories in three meals eaten during a given day. Proper food for children of different ages; child one year old; three years old; six; twelve. Cereals as best substitute for milk for young children. Need of long cooking; reason. Vitamins as essential to health. Uncooked fruits and vegetables, milk and butter strong in vitamins. (Jewett, *Physiology, Hygiene and Sanitation*, pp. 130-131)

Cuts of meat. Nourishment in T-Bone steak compared with round steak. Cooking cheap cuts. Cooking and canning clubs. Home canning, preserving, drying, marketing.

Bread and bread making. Judging bread. Score cards. (U. S. Dept. of Agriculture, States Relation Service, Bulletin No. 281, *Correlating Agriculture with the Public School Subjects*, p. 41 and *Bread Making Contests*, State College of Agriculture, Bozeman) Comparison of nutritive values of whole wheat and white flour. Effect of milling on nutritive value of wheat (Wiley, *Health Reader*, pp. 158-169). Coarse breads better than white bread.

Bacteria in relation to food

See Tuttle, *Principles of Public Health*, Chaps. V, VI, and VII. Good and harmful bacteria. Cleanliness in milking. Cleanliness in the care of milk. Straining, care of pans and pails. Importance of even, cool temperatures. Responsibility of country in supplying city with clean milk. Care of other food in the home. Care of food in the stores. Danger from exposed meats, fruits, etc. State food laws.

Digestion of food

References:

- Conn, *Elementary Physiology and Hygiene*, Chap. II, pp. 260-263
 Jewett, *The Body at Work*, Chaps. XIX-XXII, Ginn

Amount of food needed decreased by proper mastication; experiments in mastication. Digestive organs. Process of digestion. Lymph and lymphatic tubes. Internal secretions. Glands which perform other functions of the body, especially thyroid glands. Goitre caused by lack of iodine in water and food. New method of supplying necessary amount of iodine. Action of food in mouth; stomach; intestines. Importance of mastication. Assistance of the liver. Waste matter in the body. Change from food to blood. Flavor of food important in digestion, as indicated by "mouth watering." Flavor of food improved by mastication. Importance of proper cooking. Effect of adulterated and unclean food on digestive organs. Effect of alcohol on digestion. Regularity of eating. Diseases of the digestive organs.

References:

- Hutchinson, *A Handbook of Health*, Chaps. I-VII, Houghton Tuttle, *Principles of Public Health*, pp. 14-40, World Conn, *Elementary Physiology and Hygiene*, Chaps. I, II, III
 O'Shea & Kellogg, *Health Habits*, Chaps. XIII, XIV, XV, Macm.
 Jewett, *The Body at Work*, Chaps. XVIII-XXII, Ginn
 Jewett, *Physiology, Hygiene and Sanitation*, Chaps. IX, X, Ginn
 Kinne & Cooley, *Food and Health*, Macm.
 O'Shea & Kellogg, *Making the Most of Life*, pp. 21, 25, 30-38, Chap. VI, Macm.
 Wiley, *Health Reader*, Chap. XIV-XXV, Rand
 Andress, *Health Education in Rural Schools*, Chap. XV, Houghton

Bulletins:

- Rose, *Food for School Boys and Girls*, Bur. Pub.
 Rose, *The Feeding of Young Children*, Bur. Pub.
 Rose, *Some Food Facts to Help the Housewife in Feeding the Family*, Bur. Pub.
 Holt, *Standards of Nutrition and Growth*, Child
 Holt, *Class-Room Weight Record*, Child

CLOTHING AND HEALTH

Problem: *How may clothes contribute to our health?*

Clothing used to conserve bodily temperature. Conservation of heat varies with kind of textile, weave, weight. Seasonal clothing. Day and night clothing. Airing clothes and shoes at night. Frequent change of underwear. Danger from wet clothing. Danger from wearing mackinaws, sweaters, coats, and overshoes in school. Foot wear; need of different shoes indoors. Good kitchen dress for girls; desirability of one-piece dress; good length of skirt; good apron designs; material for kitchen dress and apron.

Test for shrinkage; fast colors; widths and cost of materials. Dust and cooking caps. Good school dresses for girls. Make a chart of desirable dresses and materials. How test woollens. Choice of boys' clothing. Removal of overalls in the home and school room.

Brushing and pressing clothes. Removal of stains, grease, ink, rust, etc. Care of clothing in closets. How to make a coat hanger from rolled newspapers; barrel hoops (demonstrate). Use of coat hangers at school. How to make skirt hangers of safety pins; clothes pins. Care of wraps at school; care of shoes; need of frequent blacking; straightening heels. Darning and patching. Importance of good-hanging skirts; buttons and hooks and eyes well sewed on; underskirts the right length; bloomers instead of petticoats.

References:

- Hutchinson, *A Handbook of Health*, Chap. XVI, pp. 230-232, Houghton Tuttle, *Principles of Public Health*, Chap. III, World Conn, *Elementary Physiology and Hygiene*, p. 176
 Kinne & Cooley, *Clothing and Health*, pp. 89-90, 156-174, 185, Macm.
 Kinne & Cooley, *The Home and the Family*, pp. 169, 197, 208, Macm.
 O'Shea & Kellogg, *Health Habits*, Chap. XVIII, Macm.
 O'Shea & Kellogg, *The Body in Health*, Chaps. III, IV, Macm.

FIRST AID TO THE INJURED AND CARE OF THE SICK

Problem: *What to do in case of an accident; what to do in the sick room.*

Simple antiseptics for cuts and bruises; use of boric acid or salt solutions for washing sores. How to treat a burn; use of baking soda solution for mild burns. What to do for nose bleed; headache; fainting; nausea; insect sting; snake bite; choking; sunstroke; frost bite; poison ivy; dog bite; poisoning; spasms; cramps. Demonstrate when possible. How to make bandages for the arm; hand; foot; head; finger. Sterilizing bandages by means of ironing or baking. What to do for one who seems to be drowned. Demonstrate. See Hutchinson, *A Handbook of Health*, p. 328. How to carry an injured person. First aid kit. "Safety first" in crossing roads in front of cars and trains; fire prevention; accident prevention in mines, shops, etc.

Care of the sick. Isolation of the sick. Invalid foods and their preparation; invalid trays. Patent medicines to be avoided in all cases. Ideal sick room; fresh air, sunlight, simplicity, cleanliness, quiet.

Care of the baby. Daily bathing. Regular feeding. Cleansing baby bottles with solution of salt water or boric acid. Danger of "soothing syrup" or paregoric. Need of babies' sleeping out of doors day and night. Protection from flies. Age when children may begin to take solid food. Kinds of solid food advisable.

Recent hospital developments: orthopedic hospital for crippled children in Billings; tuberculosis hospital in Galen; work done by Rockefeller Foundation and others; experiments with radium in curing cancer; Mme. Curie; experiments in combating spotted fever in Montana; insulin in checking diabetes.

References:

Hutchinson, *A Handbook of Health*, Chap. XXVII, Houghton

Tuttle, *Principles of Public Health*, pp. 85-162, World

Hutchinson, *Community Hygiene*, Chap. XXIX, Houghton

Gulick, *Emergencies*, Ginn

Kinne & Cooley, *The Home and the Family*, pp. 186-188, 250-257, 301-304, Macm.

American Red Cross Abridged Textbook on First Aid, Blak.

COMMUNICABLE DISEASES

Problem: *How may we recognize and prevent the spread of communicable diseases?*

Recognizing symptoms of common contagious diseases. Incubation period. Quarantine rules. Need of community co-operation. Need of recognizing the fact that mildness of attack does not lessen the infection. Mistaken theory of our ancestors that children should be exposed to contagious diseases "to have them over with." Principle of vaccination. Result of vaccination as shown in freedom of armies from smallpox in World War. Vaccination for typhoid fever; colds. Principle of antitoxin. Source of communicable diseases.

References:

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**Tuberculosis*

Infantile Paralysis

Spotted Fever Report

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**Fruit as an Aid to Health*, Life Extension Institute, New York

The Florence Manufacturing Co., Florence, Mass.

*The American Manufacturers Association, *Products from Corn*, 208 La Salle St., Chicago

*The National Dairy Council, 910 Michigan Ave., Chicago

*The Metropolitan Life Insurance Co., New York

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Infectious diseases

The following is taken from regulations issued by the Montana State Board of Health:

INFECTIOUS DISEASES AMONG SCHOOL CHILDREN

RULES FOR ISOLATION AND EXCLUSION FROM SCHOOL

Chickenpox

Principal signs and symptoms

Onset gradual. May be no symptoms. Usually there is feverishness, but this may be very mild.

Rash appears on second day as small raised spots, which shortly become filled with fluid; later, scabs form. There may be successive crops of this rash up to the tenth day.

Incubation period

Fourteen days.

*Specially recommended

Quarantine of patient and exclusion from school

Excluded from school by teacher.

Remarks

When the child returns, examine the head for overlooked scabs.

Scabs should have disappeared before the child is allowed to return to school. A mild disease and there are seldom any after effects.

Diphtheria**Principal signs and symptoms**

Onset may be rapid or gradual. The early signs are those of sore throat, with greyish-white patches on the membrane of throat, palate or tonsils. There may be swelling of the glands of the neck about the angle of the jaw. Later in the disease there are pronounced symptoms of great debility and lassitude.

Incubation period

A few hours to seven days.

Quarantine of patient and exclusion from school

Three weeks or until two successive negative cultures have been obtained.

The Department of Health permit is necessary before the patient may be readmitted to school.

Remarks

This is a very serious disease.

When more than one case occurs in a classroom, all children in such classroom should have cultures taken from the throat and nose.

This disease varies greatly in its form, and mild cases are sometimes not recognized. They are, however, as infectious as severe ones, so that every precaution should be taken.

Having had the disease confers no immunity.

All exposed children should be immunized against this disease by the injection of diphtheria antitoxine by their own physician.

Measles**Principal signs and symptoms**

Onset resembles a cold in the head, with fever, running of the nose, inflamed eyes, sneezing and coughing. The rash appears about the third day and consists of small, irregular groups of dull-red slightly raised spots. These are usually first seen on the forehead and face and then rapidly spread over the entire body. The rash may almost disappear if the patient becomes chilled, but reappears when the patient again becomes warm.

Incubation period

Fourteen days.

Quarantine of patient and exclusion from school

Two weeks after onset of disease; and shall be excluded from school for two weeks and permit from Health Department required to re-enter school.

Remarks

This disease is infectious from the first day of invasion, before the rash appears. Neglect or improperly treated cases frequently have serious after effects.

Children in changing address should not go to a home where there are children who have not had the measles.

Mumps**Principal signs and symptoms**

The onset may be sudden or gradual, beginning usually with slight fever, pain and swelling about the angle of the jaw. The jaws may be stiff and the saliva sticky.

Incubation period

Twenty-one days.

Quarantine of patient and exclusion from school

Excluded from school by teacher.

To be excluded until all swelling has subsided.

Official Department of Health permit not necessary.

Remarks

Very infectious, therefore early symptoms should be noticed and patient immediately excluded.

Scarlet fever**Principal signs and symptoms**

The onset is usually sudden. Vomiting, sore throat, headache, or fever may be first symptoms noted. The rash usually appears within twenty-four hours, and is seen first on the neck and upper part of the chest. It appears as fine spots, evenly diffused and bright red; lasts from three to ten days when it gradually fades. Later the skin peels in scales, flakes, or large pieces. In the early part of the disease the tongue is usually whitish, with bright red spots. Later the whole tongue may be an intense red.

Incubation period

Two to five days.

Quarantine of patient and exclusion from school

To be excluded for a minimum of twenty-eight days, provided no discharge from nose or ears. Excluded from school two weeks after lifting quarantine.

The Department of Health permit is necessary before patient is re-admitted to school.

Remarks

Dangerous both during the attack and from after effects. Slight attacks are as infectious as severe ones. There is great variation in the types of the disease, and many mild cases are not recognized.

The peeling may last from six to eight weeks from the onset of the disease.

One attack usually confers immunity.

Children changing address should not go to a home where there are children who have not had scarlet fever.

Smallpox**Principal signs and symptoms**

Onset apt to be sudden, with backache or headache. Rash is seen first about the face and wrists. It appears about the third day and consists of small red spots which quickly become elevated and hard, like shot felt in the skin. In a few days little blisters form, filled with clear fluid and with a central depression. Later the fluid becomes pus; scabs then form.

Incubation period

Fourteen days.

Quarantine of patient and exclusion from school

Local Department of Health governs quarantine.

Remarks

All children or teachers may be ordered vaccinated by State Health Department.

This disease is particularly infectious. After the occurrence of a case, all persons in the school or in the vicinity of the home of the patient should be vaccinated.

Whooping cough**Principal signs and symptoms**

Early symptoms resemble those of a cold in the head. Later there is persistent cough. The characteristic "whoop" does not develop until about a week or more after the onset of the disease. An early diagnostic symptom is spasms of coughing ending in vomiting.

Incubation period

Fourteen days.

Quarantine of patient and exclusion from school

Excluded for a period of not less than 30 days and as much longer as deemed necessary by Health Department.

Excluded for one week after whoop has ceased.

Official Department of Health permit is necessary.

Remarks

This disease may cause great debility. It is especially infectious during the first few weeks. There is great variation in the type of the disease.

Second attacks are rare.

DISINFECTION—Before returning to school, any child who has had an infectious disease, or any child who has lived in a family where an infectious disease has occurred, should be bathed, the hair washed in warm soapsuds, and the child dressed in clean clothes which have not been in the sick room. The mouth, eyes, and throat should be thoroly cleaned, and the nose should be sprayed with an antiseptic solution.

PHYSICAL EDUCATION

GENERAL SUGGESTIONS

AIMS OF PHYSICAL EDUCATION

1. *To promote the normal growth and organic development of children.*
2. *To help them form fundamental health habits.*
3. *To develop in them those fundamental traits of character which have a direct relation to their fellows.*
4. *To create in them an intelligent and healthful interest in physical activity that will carry over into adult life.*

NECESSITY OF DAILY ATTENTION TO PHYSICAL EDUCATION

A perfect human being has been defined as one in whom the three phases of life, the physical, mental and moral, have been developed in the proper balance and proportion. We are only beginning to realize as a nation the necessity of giving attention to the development of the physical phase of the child's life while he is still in the elementary grades. It is now generally recognized that most physical defects of later life are preventable thru education in the grades. It is not enough that a few minutes be given on the daily program to physical training. It is essential that the school provide for affecting all the child's physical activities of not only the five school days but of all the days of the week. This can be done only by carrying out such a program of activities as will enlist the child's permanent interest in the physical powers and health activities of his own body. This can best be accomplished by appealing to the play instinct of childhood and youth.

RELATION TO HYGIENE AND PHYSIOLOGY COURSE

Any course in physical education involves consideration of the following three kinds of content material:

1. Knowledge of the health essentials
2. Personal habits in caring for the body
3. Activities to provide enjoyment and bodily tone

The first two form the basis of the course of study in hygiene and physiology and are treated there in considerable detail. That course is so closely allied with the one in physical education that

the two must of necessity correlate in actual practice. For the convenience of the teacher and for the purpose of indicating the content, they are treated separately. This course indicates activities in the nature of plays, games, and exercises that will contribute to a realization of the aims stated.

PLAY IN PHYSICAL EDUCATION

Plays and games predominant

The value of play in the physical development of children in the elementary grades cannot be overestimated. Play is one of their normal and wholesome activities. It is instinctive. Because of the recognition of this fact American schools are now including in their curriculums in physical education for elementary grades more and more natural or playful activities and less of the formalized or invented type.

Adaptation of play to age of child

Considerable literature is available regarding the periods in the play life of children. All the divisions overlap to some extent. It will, however, be helpful for teachers to be familiar with the following three age periods and the characteristics of each in order to plan proper physical activities.

These are taken from the *Connecticut Manual of Physical Education*:

Grade I, age 6

This is a dramatic or imitative age. The essential characteristics of this period are great physical activity, the interest centering in the activity rather than the result; imitation, particularly of adults and adult occupations; active imagination, dramatic and representative play; and play which is individualistic rather than social.

Characteristic activities

Story plays, rhythmic plays, and mimetic exercises.

Grades II-VI, age 7-11

This is the age of self-assertion, the "Big Injun" age. It is essentially an individualistic stage and the dramatic interest of the previous stage carries over into the early part of this period. It is during this period that the interests of boys and girls draw apart, necessitating a division of time and activities.

Characteristic activities

In the early part, story plays, singing games, and mimetic exercises. Later games, stunts, folk dances, marching and gymnastics.

Grades VII-VIII, age 12-14

The interests of this and the preceding period overlap. The individualistic tendency is still prominent although group spirit with the element of co-operation is beginning to develop. It is a period of great physical activity and the interest in the running games is at its height; it is the time for the development of facility and skill, and nerve-muscle co-ordination is of special import.

Characteristic activities

Boys: games, individual athletics, mimetic exercises, stunts, marching, gymnastics. Girls: dancing, games, stunts, marching, gymnastics.

Specific values of play

Every leader of children and particularly teachers should not only recognize play as a normal phase of a child's life, but should bear in mind the specific values growing out of the exercise of the play instinct.

Health value

Physical fitness is the first and most important outcome of play. This value has been implied in preceding paragraphs. Schlafer in a Bureau of Education bulletin says nature has provided that boys and girls shall want to run, jump, climb, throw, and yell, "in order that the muscles may develop and the vital organs become strong. The play activities cause the muscles and vital organs to exert themselves beyond the strength required for the performance of the regular duties. The extra exertion builds up a reserve supply of physical energy, and this reserve supply of physical energy makes for physical fitness."

Individual efficiency

An important by-product of a course in plays and games is the development of personal traits which are essential to the individual's success in life. Such traits include self-confidence, self-control, mental alertness, resourcefulness, decisiveness, perseverance, courage, aggressiveness, and initiative.

Social efficiency

Another essential by-product of plays, games, and athletic contests is the development of personal traits that make for social efficiency of the individual. The following desirable traits that are as essential to the social success in adult life as they are

in childhood and youth, are listed in the *Connecticut Manual of Physical Education* as:

1. Habits of obedience, subordination, self-sacrifice, co-operation, friendliness, loyalty, patriotism
2. Capacity for leadership
3. Proper spirit toward victory and defeat
4. Spirit of fair play

TIME FOR PHYSICAL EDUCATION ACTIVITIES

Recess

As ordinarily interpreted, the recess is not regarded as time devoted to physical education but as purely recreational. The physical education period is frequently substituted for the recess. It then may become a more effective means of getting results, provided *every* pupil is actively engaged in an organized game, dance, or athletic event under the direction of the teacher.

Regular period

There should appear on every school program a special physical education period of not less than fifteen minutes daily. This period should be employed to carry out a definite program of recreative plays and games or formal exercises having specific value. Whenever the weather permits, this period should be spent out of doors. Exercising in the open air increases the health value of the period. It is essential that the windows be opened when exercising within doors.

Relief period

At least once each half day as much as two minutes should be given to exercises relieving the strain from prolonged muscular inactivity and providing relaxation from mental work. The windows should be opened wide, flooding the room with fresh air. Facing the open windows, the children should take deep breathing, stretching, trunk-twisting, head, arm, and leg exercises. By introducing that content and the play spirit into these exercises they become free and enjoyable. If self-consciousness and nervous strain resulting from voluntary attention can be eliminated, these exercises become recreative and hence may have an added value. If it is at all possible, the spontaneity, the naturalness, and the joyousness of childhood should be preserved thruout all exercises in all grades. Instead of the formal deep breathing exercises the children may blow a feather high into the air or blow out a candle; instead of a dull trunk-twisting drill they may rep-

resent weather vanes, imitate pendulums of clocks or the turning of a windmill; instead of formal leg exercises they may jump like frogs, gallop like horses, or march like soldiers. The teacher must, however, see that the real physical value of the exercise is not lost in the imaginative and dramatic interest in the game. See Relief Drills near the end of this course for exercises of this type.

Rest period

Kindergarten and first and second grade children at least should have a rest period of a few minutes every afternoon. This may or may not replace the relief period previously mentioned. The following exercises are typical of the kind to be used for this purpose:

Relaxation

The children sit well back in their seats, leaning against back, feet flat on floor, hands resting in lap, and eyes closed. Have children sit thus quietly, for two to five minutes with all muscles relaxed. Both children and teacher will be greatly refreshed by this exercise if they can relax properly.

Taking a nap

The children are told that they may lay their heads upon their desks and go to sleep. They may "nap" from two to five minutes.

Sleeping

The first primary teacher at Hardin, Montana, has a large gymnasium mat for her room. Every afternoon she requires the children to lie down on this mat in rows and sleep for fifteen or twenty minutes.

Any exercise of this character to be of benefit must be carried out persistently and systematically. It will at first be difficult for some children to relax readily for a few minutes if they are at all inclined to be nervous and fidgety.

This type of child, for whom the exercises are particularly beneficial, will accustom himself to relaxing if it is understood that he must not disturb the rest of the children. The recuperative effect of such a daily rest period for these young children will go far towards maintaining their physical health during their early years in school.

PHYSICAL EDUCATION ACTIVITIES

INTRODUCTORY STATEMENT

In the General Suggestions for this course it was indicated that a vital course of study in physical education must grow out of the instinctive and normal interests of children. It seems timely to suggest here that a minimum of attention be devoted to formalized or invented movements, except for corrective purposes. The suggested outline of exercises is built up on this basis, and represents a classification of the big-muscle activities that children normally engage in. The arrangement enables the teacher to understand the characteristics of each group of activities as they appeal to children, and to appreciate the educational values implied. This understanding should lead to a more intelligent choice of activities and better methods of instruction in physical education.

The following outline of suggested activities is intended primarily to be helpful to those schools not employing a specialist in physical education.

COURSE OF ACTIVITIES

Playful or recreational activities

Dramatic activities

The first few years in school represent the dramatic age in children's lives when they are strongly individualistic and exceedingly imaginative. At this time they are not interested in achievement. The activity itself is sufficient to hold their interest. This is the period of pretending and of imitating the activities of the life they see about them. Exercises giving expression to this instinct and which may be employed in the school-room are illustrated by the following types:

1. *Story plays*

a. Circus

(1) One-half of class are elephants, the other half, children. Elephants and children face each other. Children have peanuts in large bag on floor. Stoop down, get a handful of peanuts and throw to elephants. Repeat several times. Elephants form trunks by clasping hands in front. As peanuts are tossed, they swing trunks high up in the air, catch peanuts and carry them to mouth.

(2) One child chosen for "Ringmaster." (Teacher may be Ringmaster.) Other children, horses. Ringmaster snaps whip. Horses gallop in place. Second time whip is snapped, trot; third time, high step.

(3) **Chariot race.** All face side of room. Even rows stand on seats with arms stretched out driving. Odd rows grasp hands across and gallop in place.

(4) **All form band.** Two rows beating drums, two playing fife, two rows playing trombone. Each two rows march around one row of desks, keeping in step with music.

(5) **Two rows walking around one row of desks and all imitating some clown's trick,** such as balancing stick on chin, juggling balls, walking tight-rope.

b. Dramatization

Plays in which children imitate birds and animals and activities about the home may be composed and dramatized. Parson's *Plays and Games* is particularly helpful for primary work. See Bibliography.

2. *Mimetic exercises*

The following are suitable for intermediate and upper grades also, and are particularly suited for use during the relief period:

a. **Windmill.** Straighten right arm up and left arm down. Carry right arm forward and downward and left arm upward and backward, making a circle with each arm. 10 times.

b. **Sewing Machine.** Running in place, hands on hips, start slowly and lightly, and gradually increase speed.

c. **Jumping Jack.** Clap hands in front of thighs, then spring feet apart and clap hands over head. Spring feet together and clap hands in front of thighs. Repeat in hopping rhythm. 16 counts.

d. **Jack in the Box.** Feet somewhat apart. Stoop down just a little on count one. On count two spring high in the air. 10 times.

e. **Cowboy Throwing Lasso.** Feet apart, place left hand on hip and raise right hand above head; swing the right arm round and round in circles over the head. At the end of the eight turns throw the hand forward as if throwing a lasso. Repeat 4 times. Left arm 4 times.

f. **Snowballing.** Deep knee bending to pick up snow. Rise and press snow into a ball. Placing the right foot back, raise right arm to a position for throwing and throw with force. Repeat 4 times. Left arm 4 times.

g. **Baseball Play.** (a) Teacher makes motion of throwing. Class spring up and clap hands high over head as if catching. Repeat reaching to right side, to left side, and stooping to catch a low throw. (b) Pupils throw. Step back on right foot and hold right hand back and over shoulder, left arm extended forward. Make motion of throwing and use body bending in the exercise. Repeat 4 times. Use left hand 4 times.

h. **Mowing with Scythe.** Jump feet apart. Extend both arms downward on right side. Swing the arms around to left, bending the knees slightly. Continue in rhythm.

i. Bell Ringing. Separate the feet and at the same time extend the arms diagonally upward with hands closed as if taking hold of a rope. Keeping the back erect and heels tight on the floor, bend and separate the knees and pull the arms down in front bending the elbows. 16 counts. Return to starting position.

j. Shaking Fruit from Trees. Stand on tip toes, arms raised high over head. Shake fruit from branches by rapidly shaking hands and wrists.

k. Teamsters Warming Up. Spring feet apart and raise arms sideward, palms facing forward. Now jump and cross the feet, at the same time fold arms with a clap, embracing yourself. Spring feet apart again and repeat, alternating crossing feet, 16 times.

l. Locomotive. Bend arms to right angles, hands closed to fist. Stretch right arm forward and bend left knee upward—One! Draw right arm forcibly back, extend left arm, straighten left leg and bend right knee upward—Two! Continue in rhythm and gradually increase the speed until running in place at the end, 16 counts.

3. *Singing games*

Singing games to be of physical value must be played with vigor.

a. *Rhythmic*

The predominating feature of these games is the rhythmic movements accompanying the singing. Ride a Cock Horse, Peas Porridge Hot, The Three Crows, How Do You Like to Go Up in the Swing, Go from Me, Hickory Dickory Dock, and Go Round and Round the Village, found in Clark, *Physical Training for Elementary Schools*, are games of this character. See Bibliography.

b. *Imitative*

In these games the children suit their actions to the words they sing. The Mulberry Bush, Do You Know How Does the Farmer, and the Looby Loo are well known examples of this type.

c. *Play*

In this type the play or game element predominates, the song and the imitation being more or less incidental and serving largely to add interest to the game. London Bridge; Itiskit, Itaskit; and The Farmer in the Dell exemplify this feature.

Games

Games are especially high in hygienic value and particularly so during the period of growth and development. They exercise a healthful stimulation upon the vital organs and systems governing circulation, respiration, nutrition, and elimination. The value varies with the amount of stimulation resulting from the exercise involved in the game.

1. *Singing games*

See same topic in previous list of dramatic exercises.

2. *School room games*

When neither special playroom nor gymnasium is available, inclement weather frequently makes it necessary to conduct physical education and recess activities in the school room.

a. *Active*

The following active games suitable for indoor purposes, since they require a minimum amount of floor space and still make it possible for all the pupils to participate either alternately or at the same time, are found in the *Connecticut Manual of Physical Education*.

(1) *Hopping Relay*. On a given signal number "one" of each column of files hops forward in bent knee position until reaching wall which must be tagged. Assumes erect position and runs back to line, touches the next player on left hand and passes to rear of column of files.

The second player on receiving "touch off" follows a like procedure in progress, observing the same rules as number "one." Each player in turn does this. The file wins whose last player is the first one to dash over the starting line in his return, pass to rear, and place hands on shoulders of team mate in front.

Fouls:

- (a) Starting before "touch off."
- (b) Feet must be together, knees bent, hands on hips when hopping.
- (c) Failure to "touch off" on left side and pass to rear of team.
- (d) Imperfect alignment, hands not on shoulders and silence after having "touched off."

(2) *Stoop and Stretch Relay*. Formation. Standing by desks. Equal number in each row. Alternate rows play at one time. Rows not playing remain seated. A chalk line is drawn across the front of the room. The leader of each row toes that line, holding a bean bag in both hands shoulder high. At the word "Go" from the teacher the leader holds the bean bag over his head and drops it back of him. The next child stoops, picks it up, raises his hands over his head and drops it back of him, and so on down the line to the last player who runs toward the front of the room down the empty aisle to the right of players, toes the line and continues the game. Each time the last player runs forward, the players move back one desk. When the first leader returns to the line, the race is ended. The players of the row finishing raise both hands and say, "We win."

Suggestions. Clothes pins may be used instead of bean bags. Each player must move back to another desk or the line will be too crowded. A child not running should watch each row to see that there are no errors.

(3) *Slap Jack*. Children in seats. One person is "It." He slaps someone on the back. That one jumps up, running around outside of room in opposite direction. The one arriving at that vacant seat first keeps it, and the other one is "It".

(4) *Tag the Wall Relay.* Players all seated, even numbers in each row. At a signal the last player in each row runs forward and tags the wall. Just as soon as he is out of the aisle, all the others move back one seat. The player, who is running, takes the vacant seat and raises his hand, which is a signal for the one who is now the last in the row to start. The line wins which first returns to its original position.

(5) *Automobile.* The first pupil in each alternate row, at a signal from the teacher, leaves by the right side, runs forward and around his seat, then to the rear and up the left side, completely encircling his own row of seats. As soon as he is seated the next one behind him runs in the same way, and this continues until the last pupil has run and has returned to his seat. The other rows then play in the same way, and finally the two winning rows compete. At the beginning the captain for each row names the automobile it represents.

(6) *Aisle Pass.* The first player in each row has a crumpled piece of paper in the form of a ball. At the leader's command he passes it back in the aisle with his left hand to the pupil seated behind him, who passes it on. The last pupil in the row changes the paper to the right hand and then passes it forward to the next pupil. The row getting the ball around first wins.

(7) *Set Up Relay.* Formation. Pupils sitting in rows of equal numbers. Three books opened and stood on end in each aisle. Explanation. Alternate rows run at one time. At the word "Go" the first player of each row contesting runs just as in Automobile Race but he must jump over the books and if he upsets one he must pick it up before proceeding. When he reaches his own place he sits on his desk facing back of room. The second player starts and so on. First row to finish says "we win."

(8) *Overhead Relay.* Alternate rows play, and there should be the same number of players in each row, all players seated. The first pupil in each row has an eraser, a book or a bean bag upon his desk. Upon command the pupil seizes the object with both hands and passes it over his head. The object is immediately grasped by the next player who passes it over his head, with both hands, and so on until the last player receives the object. Upon receiving the object, the last player runs up the right side of the row while the other players, using the left aisle, move back one seat, leaving the front seat vacant. The last player, after seating himself in the front seat, passes the object over his head with both hands, and the relay continues as before. The row that first returns all of its players to their original seats wins the relay.

Variations: a. pupils hop to the vacant seat; b. players run to the front passing around an Indian club, before seating themselves; c. the whole room may play at the same time, if the players in rows 1 and 2 move back in the aisle separating the two rows, while the players of row 1 run the right side of their row and those of row 2 run up the left side of their row. The players of rows 3 and 4, and 5 and 6 move in like manner. No conflict whatever will occur because all players in the same aisles are moving in the same direction.

(9) *Vaulting Relay.* The game is here described for a room containing six rows of seats, A, B, C, D, E, F, with an aisle at the rear and each side of the room. Each row should contain the same number of players. The players stand in the aisles at the right of their desks and the first player in each aisle has a bean bag.

At the leader's command he passes the bag over his head with both hands to the next player behind, vaults over his own seat by placing his hands on his desk and the back of the seat, into the aisle at his left, moves back one seat and vaults back into the right aisle, thus leaving the first seat vacant. The last player in the row does not vault a seat, but runs forward, along the rear aisle and up the side aisle, as soon as he receives the bag.

In running to the front the players in rows A, B, and C run to the right and the players in rows D, E, and F to the left. The last player of row C runs to the vacant position in the front row A; the last player in row A runs to the vacant position in front of row C; the last player in row B runs to the front of his own aisle. The players of rows D, E and F run in like manner. The length of each player's run is therefore the same. The row wins whose last player, after all have run, is first to take his position in the proper aisle.

(10) *Changing Seats.* All players are seated. The leader gives commands such as, "Change right," "Change left," "Change front," "Change rear," all players moving in the direction of the command. The players who are forced into the aisles, next to the side or rear walls or the front of the room, run to the vacant seats at the opposite side, rear, or front of the room.

Variations. a. Pupils skip or hop to the seats. b. Run around several Indian clubs, or jump low hurdle in running to the seats.

Other favorites are variations of Bean Bag and Follow My Leader.

b. Quiet

Many games requiring little or no physical activity on the part of the pupils as a whole are available. Altho these quiet games do not have the physical value growing out of the active type, it is frequently desirable to employ them in the schoolroom.

(1) *Sense games*

The following are taken from Johnson's, *Education by Plays and Games*:

(a) Sight, hearing and reaction. "Have You Seen My Sheep?" Children in seats. One child walks around the room, touches some one on the shoulder and says, "Have you seen my sheep?" to which the child replies by describing the dress of a third child, who, upon recognizing his own description runs around the room and tries to regain his place before the questioner can tag him. If the child is tagged he becomes the "shepherd."

(b) Sight and control. "Hide the Stone." A stone or any object may be used. While the children cover their eyes the stone is hidden by one player where it can be seen without moving anything. The

children go by rows to hunt. If a child sees it, he lets no one know it, but moves to the other side of the room as if still looking, and then goes to his seat. The first one to be seated is the winner. It may also be played by having only one child as the hunter who is guided in his hunt by the class singing. As he approaches the object of his search the music grows louder, away from it, softer.

(c) Hearing. "Jacob and Rachel." An old game, but excellent in training to step softly and to elude the pursuer.

Echo. (1) Song Birds. (2) A Musical Top. Each of these may be used to train children to recognize voices, musical tones. Children cover their eyes while one child selected by the teacher steps into the cloak room and sings a phrase from a familiar song. A musical top may be played as a circle game. One child enters the center, is blindfolded, and as the children move about one is chosen to step behind her and sing a song. Guessing correctly she returns to the ring.

(d) Touch. Use fruits, flowers, leaves, nuts, objects. Place the object in the hands of the child who is blindfolded. Test his sense of form.

(e) Taste. Train children to recognize sweet, sour, bitter, pungent.

(f) Smell. Train children to recognize odors of a few flowers.

(2) *Games involving mental activity.*

Bancroft, *Games for Playground, Home, School and Gymnasium* gives the following quiet games involving mental activity.

(a) Horns. This game is played very much like "Simon says." It is a quiet game that may be played with all of the players seated, their forefingers placed on their knees or on a table or desk in front of them. One who is leader says:

"All horns up!"

"Cat's horns up!" or

"Cow's horns up!"

Hereupon he lifts his own forefingers, pointing upward. Should he name an animal that has horns, all of the players lift their fingers in similar manner, but should he name an animal such as a cat, that has no horns, all of the players that lift their fingers in imitation of the leader are out of the game.

(b) Initials. For this game it will be necessary to prepare slips of paper, one for each player. At the head of the paper are written the initials of some person who will be present; under this a series of questions which the player drawing the paper is to answer. The papers are put in a box or hat and drawn by the players, or held in the hand with the initials concealed and drawn in that way. A certain time may be allowed, if desired, for the answering of the questions.

The answers must be written in each case immediately below the question, must consist of only as many words as there are initials at the top of the sheet, and the words of the answer must begin with the initials in their proper order. For example:

H. B. B.

To whom does this paper belong? (Henry B. Brown)

What is his character? (Horrid but bearable)

What kind of hair has he? (Heavy, burnished brown)

What kind of eyes has he? (Heavenly, bright blue)

What books does he prefer? (Handsomely bound biographies)

What animals does he prefer? (Howling big bears)

What is his chief occupation? (Hammering bulky boxes)

What do you surmise concerning his future? (He'd better beware)

What does he think of the opposite sex? (Hebes! Bright beauties)

What does he think of the world in general? (He's becoming bewildered)

(c) Hen roost. Each of the players except one chooses a word, which should be the name of some object, and in answering any questions put to him in the game he must introduce this word which he has chosen to answer. The odd player takes the place of questioner. He may ask one or more questions of each player, as he sees fit, the dialogue taking any turn he chooses, the following being suggestive of the general tone of it:

The questioner says: "I heard that you got into the hen roost yesterday. How did you get in?"

Answer: "With the dictionary."

To the next player: "What did you find there?"

Answer: "A horse."

To the next player: "What did you give him to eat?"

Answer: "A sofa pillow," etc.

Any player who laughs, or who fails to answer promptly or correctly to the question, must change places with the questioner. Forfeits may also be required if desired.

(d) Leaf by Leaf. A basket of leaves is provided, no two of the leaves being alike. These may be leaves from trees, shrubs, or plants, or flowers may be used in the same way.

The players are each provided with a card or slip of paper and a pencil, and are seated. One leaf is handed to the first player, who passes it on to the next, and so on, until it has made the round of the group. Each player in turn if he can identify the leaf, writes the name of it on a card. Each leaf is thus passed.

The teacher then reads a correct list, naming the leaves in the order in which they were passed. The player wins who has the largest number correct.

This is an especially pleasing game for nature students.

See Bancroft, *Plays and Games* for blackboard relays in arithmetic, language, grammar, geography, and reading.

3. Outdoor games

Whenever possible games should be played outdoors. It has been said that children inherit play, but they do not inherit games. This is particularly true of outdoor games. It is important that the teacher not only supervise outdoor games but also teach new ones. *The Connecticut Manual on Physical Education* gives the following points that must be borne in mind in choosing a game:

It must be simple.

It must have a purpose to the pupils.

It must be governed by fixed rules.

It must offer opportunity for physical exercise and the development of agility, judgment, presence of mind, and quickness of thinking.

It must employ many pupils at one time.

It must be adapted to youthful minds.

The following games are suggestive of the types that meet these requirements:

a. Games of tag

(1) *Touch Tag*. One player is chosen to be "It". He gives chase until he touches a man. This man in turn becomes "It", and the game proceeds.

(2) *Wood, Stone or Iron Tag*. On wood, stone, or iron, men are safe.

(3) *Cross Tag*. "It" calls the name of a man to be pursued. Any other player may run between them. The pursuer must then direct his attention to catching the one coming between him and the man. Still a third may cross his path to divert his attention, a fourth, etc. The pursuer must continue to give chase until he succeeds in tagging the last to cross his path.

(4) *Stoop Tag*. Men are safe only when stooping.

(5) *One-foot-on-and-one-foot-off Tag*. Men are safe only when one foot is on curb, sidewalk, stone, or other object chosen for sake of variation.

(6) *Chinese Tag*. When a man is touched he must place his left hand on the spot tagged, whether it be arm, chest, leg or back, and at the same time try to tag some other player.

(7) *Broncho Tag*. Players are scattered about the room in groups of two. Each group represents a broncho, one player being head; another clasps hands around the waist of the first one and represents the tail. One chaser and one runner are selected. The runner may escape only

by seizing the tail of any one of the "bronchos." If he succeeds in doing this, the "head" of that broncho immediately becomes the runner. The first one in each group is always the head, no matter what he started as. The bronchos twist and turn but must not use the arms to hinder the runner in any way; therefore it is better for the "head" to fold the arms in front of the body.

If the chaser succeeds in tagging the runner before the runner can attach himself to the tail of the broncho, then the runner immediately becomes the chaser and tries to tag the other who becomes the runner.

b. Games of ball

Young children should use a soft ball or a bean bag. Older ones may use a basket ball.

(1) *Flying Ball.* The players stand in a circle, some distance apart. One player called the "center" stands in the circle. The ball is thrown from one player to another across the circle or it may be passed to the nearest neighbor. The "center" tries to touch the ball; if he succeeds, the one who last threw the ball or dropped it (as that may happen quite often) becomes "center." If you have a large class form two or three circles.

(2) *Call Ball.* The players form a circle and one of the players stands in the center with a ball. The center player calls the name of some player in the circle and immediately throws the ball into the air. The player whose name has been called endeavors to catch the ball on the first bound. If he makes a successful catch, he is permitted to throw the ball, and the center player takes his place in the circle; otherwise the center player throws the ball again. Variations: 1. Number the players. The center player then calls a number. 2. The leader indicates who is to catch the ball. 3. Take turns in throwing and catching the ball. 4. Catch ball before it touches the ground.

(3) *Dodge Ball.* The players are divided into two groups of equal number; one group stands on a circle 30 to 35 feet diameter, and the other group in the circle. The outside players have a basket ball with which they endeavor to hit the center players, who may jump, dodge, or run about in order not to be hit. Whoever is hit joins the players on the circle. If the ball hits more than one player, on one throw, only the first player hit leaves the circle. Should the ball come to rest within the circle, an outside player must get the ball and throw it to a player on the circle; he must not carry the ball out. Likewise if the ball rolls away from the circle it should be thrown back. The player throwing the ball must be outside the circle, otherwise the player who is hit need not leave the center. The player who remains the longest in the circle wins the game. The other group now enters the circle and the game continues as before. Variations: 1. Rolling instead of throwing the ball; 2. Dodge ball may be played as a team game, and when so played the game consists of two halves from 2 to 5 minutes each. When a player is hit, he withdraws some distance from the circle so as not to interfere with the game. The team on the circle scores a point for each additional time a player is hit before he can leave the circle, not counting the first hit.

The team within the circle scores a point for each player remaining in the circle at the end of the time. The team that scores the most points from both sources wins the game. 3. Courts A, B, and C, of equal size with an equal number of players in each court. At the beginning of the game the players in court B are grouped in the center of the court, and the players in courts A and C line up just inside of their respective boundary lines separating their courts from court B. The leader throws the ball to a player in court B, who by a direct throw endeavors to hit a player in either side court; the players in courts A and C may run to the farther end of the court as soon as the ball is caught by a center player. If a player is hit he leaves the game. The ball is then returned to the leader and the game continues as at the beginning. If no player is hit, the group at whom the ball was thrown secures it (a bound or apparent miss may be intercepted), runs to the boundary line and endeavors to hit a player of group B. Whenever a player is hit, the ball goes to the leader. Each team occupies the center position for a definite period of time, from 3 to 5 minutes. One point is scored against a team for each player that is eliminated. The team wins that has the lowest score.

(4) *Center Stride Ball*. All the players but one form a circle, and take a stride position, their feet touching those of the next player. One player in the center of the circle has a basket ball or playground ball and endeavors to throw it between the feet of the players, who may stop the ball only with the hands. The player who permits the ball to pass between his feet, secures the ball and changes places with the center player.

Variations: 1. After the ball has passed to the outside all the players face outward, and the player between whose feet the ball has passed endeavors to throw the ball into the circle. 2. Draw a line through the center of the circle; the players on one side of the circle compose one team. The players of each team alternately standing in the center of the circle on the line endeavor to throw the ball thru the opposite side. If successful they score one point for their team. If unsuccessful after three trials, a player of the other side enters the circle. The side wins which has scored the most points after all have thrown.

(5) *Pass Ball*. The players stand in a circle and count off by two's; that is, every other player gets the number 1 and every other player, the number 2. A number 1 and a number 2 who are directly opposite in the circle have each a ball. At a signal the balls are passed around the circle, in the same direction, the number 1's throwing it to the number 1's in succession, the number 2's throwing in like manner to the number 2's. Each side tries to pass its ball so rapidly as to make it overtake the other ball. The game is won by the side which succeeds in doing this.

(6) *Corner Spry*. The players are divided into four groups, one group stationed in each corner called North, South, East, and West.

Four captains stand in the center, each with a bean bag, facing his corner of players, who stand in a row. The captain throws the bean bag

to each player in turn in his group, who throws it back at once to the captain, and so on until the last player is reached. As the captain throws to his last player he calls "Corner Spry!" and runs to the head of the row, the last player becoming captain. The group that first succeeds in having all of its players in the captain's place wins the game.

(This game was originated by Miss Amy A. Young of Cleveland, Ohio.)

c. Miscellaneous

(1) *Jump the Shot.* All the players but one form a circle. The odd player has a rope to which a bean bag is attached; he swings the bag around the circle and the players jump the rope. The rope should not be more than one foot above the ground. Whoever stops the rope changes places with the center player, or is eliminated.

Variations: 1. Use long pole instead of rope. 2. Players walk or run about the circle, either in the same direction or opposite direction in which the rope is moving. 3. Players stand in couples, in a straight line, not too close together. A pole, about 6 feet long, with a rope at each end is provided. Two players pull the pole along the ground, the couples jumping the pole. The players pulling the pole may walk, run, suddenly change the direction of movement, or even raise the pole a little off the ground. The couple stopping the pole changes places with the two runners.

(2) *Bird Sale.* A buyer and seller are selected. The buyer should be a good runner. The remaining players are given names of birds by the seller, the names being given out of hearing of the buyer. When names have been given the buyer approaches and asks the seller if he has any birds to sell. The seller says he has a number for sale, but that his birds are very wild and that they will have to be caught. The buyer then names birds which he wants to buy. As soon as he gives a name assigned to a player, the latter starts to run, and the buyer tries to catch him. If he succeeds, the "bird" is out of the game. If the buyer cannot catch a bird, he goes back and starts another bird and so keeps on until all the birds are caught or at least started. Tagging a bird is equivalent to catching.

When all the birds have been chased, the game begins over again. The player who is deemed to have made the best run becomes buyer, and any one agreed upon becomes seller.

A variation of the game may be made by having some or all of the birds caught become assistant catchers.

Another variation might be made by marking a "bird preserve" of a certain space at a distance from the starting place, birds reaching this space untagged to be exempt from being caught, so long as they remain within the prescribed space.

Stealing Sticks, Blind Man's Buff, Prisoner's Base, Pom Pom Pull-away, Cat and Mouse, and Pussy Wants a Corner are other well-known games for the playground.

Stunts

Athletic stunts, feats, and contests requiring skill, strength, or agility are an interesting and amusing feature for the school-room, gymnasium, or the playground and are particularly suitable for boys in intermediate and upper grades. Such stunts contain possibilities for some excellent physical development.

1. Individual

a. Knee dip

Stand on the right foot, reach behind you and grasp the left foot with the right hand. Go down and touch the left knee to the floor and rise again. Do the stunt on each foot.

b. Frog dance

Squat on one heel with the other foot extended straight sidewise. Draw the extended foot under the body and shoot the other out to the opposite side. Change back and forth rapidly, keeping the upper part of the body as upright as possible. This and the Bear Dance are parts of the Russian dance.

c. Bear dance

Squat on one heel, with the other foot extended forward. Quickly draw the extended foot under the body and shoot the other foot out, arms extended for balance. Shift back and forth rapidly.

d. Heel knock

Spring upward with both feet, knock heels together twice, and separate them before landing.

(From Pearl and Brown, *Health by Stunts*)

2. Contests for two

a. Staff pull-up

The two players are seated with toes touching, each grasping a staff, held horizontally. The stunt is to pull the other man up to his feet.

b. Stork wrestle

Standing on one leg, the players grip hands, and each tries by pulling or pushing to make the other man put down his foot.

c. Hand push

The players stand facing each other, and have one foot advanced. The hands are held about shoulder high with the palms outward. At a given signal they try to make their opponent move one foot off the ground or to throw him off balance. The one who succeeds in doing this to an opponent wins.

d. Toe wrestling

The wrestlers are seated on the ground facing each other with hands clasped about the knees. A stick is placed between the arms and knees while in this position. The object is to get the toes under those of the opponent and roll him over backwards. If either wrestler breaks his hand clasp about the knees, it constitutes a victory for his opponent.

3. Races

a. Eskimo race on all fours

The performers stand with hands and feet on the floor, the knees stiff, the hands clinched and resting on the knuckles. The elbows should be stiff. In this position a race is run, or rather "hitched," over a course that will not easily be too short for the performers.

This is a game of the Eskimos, reported by Lieutenant Schwatka. (From Bancroft, *Plays and Games*)

b. Eskimo jumping race

Fold the arms across the breast with the knees rigid and the feet close together. Jump forward in short jumps of an inch or two.

This is the regular form of one of the games of the Eskimos, reported by Lieutenant Schwatka. (From Bancroft, *Plays and Games*)

Rhythmical activities

Rhythmical activities add to children's enjoyment of the physical education period, especially if accompanied by music, and provide vigorous exercise. In addition they provide excellent training in co-ordination and cultivate charm, grace, and bodily control. They further offer an excellent opportunity for social training.

1. Folk dancing

Each teacher should have access to one or more books of folk dancing containing music and directions. See Bibliography for list.

2. Marching

Marching has a valuable place in the schoolroom, and should be used a few minutes two or three times a week. Occasionally it may be used as a relief drill. Marching is particularly valuable in teaching pupils to walk with a brisk, light, and elastic step, which aids in securing a good carriage and proper poise. The following are suggested variations of this type of exercise:

a. Marking time

(1) Mark time and clap hands on every step. On accented step with left foot.

(2) Mark time and raise left hand when left foot steps, and raise right hand every time right foot steps.

(3) Mark time on tip toes, with and without hand clapping.

(4) Mark time raising knees high in front, with and without hand clapping.

(5) Mark time with hand clapping alternating in front of thighs and behind back. Hand clapping over head. Raise arms sideways with step on left foot, lowering with step on right.

b. Marching

- (1) March with all the variations accompanying marking **time above**.
- (2) March with arms in various gymnastic positions on command or on certain count: hands on hips, on shoulders, on neck, on head; arms raised sideward or at upward or forward bend positions.
- (3) Skip around row of desks with right foot forward. Left forward.
- (4) March with slight bending of body to left for two counts, then to right. This is a rhythmical swaying of the body.

c. Marching games

- (1) Drums

Children beat an imaginary drum. Snare drum with both hands, bass with right only. This will help children who have difficulty in rhythm.

- (2) Waving flags

Wave flag high over head, first with right hand then with left.

- (3) Other games are imitative of trotting, high stepping, or panting horses.

d. Marching songs

"Rub-a-dub-dub," "We March Like Soldiers," "Left, Left, Listen to the Music," in Riley and Gaynor, *Songs of the Child World*, No. 1, are excellent songs that may be sung while marching. The singing is highly assistive to those children who find difficulty in getting the rhythm.

e. Marching jingles

The following are suggestive jingles that will also aid in teaching rhythm. Other simple jingles or rhymes may be employed similarly.

- (1) One, two, button my shoe,
Three, four, knock at the door,
Five, six, pick up sticks,
Seven, eight, lay them straight,
Nine, ten, a good fat hen.
- (2) March, march, march, march,
Two by two, two by two.
My little sister lost her shoe.

Athletics

Athletic activities and contests are especially suitable for the upper grades. See references in Bibliography: especially Bancroft, *Plays and Games*; Spaulding, *Athletic Library*; and the Bureau of Education bulletin entitled *Suggestions for a Physical Education Program*. Every grammar grade teacher will find the Bureau of Education bulletin entitled *Joy and Health Through Play*, very helpful in planning athletic events for boys and girls.

Festivals and pageants

One of the best ways to develop the aesthetic side of play and to make literature and history real to children is thru the festival or pageant. If folk dancing and dramatization of scenes

in literature and history are the every-day part of school work, a festival or pageant is no serious undertaking. In schools in which there are auditoriums or assembly halls it is customary for children to come together for a period once a week or oftener and for different grades to take turns in presenting a pantomime, a singing game, a debate, a folk dance, or a play. The pageant or festival, tho much more pretentious than the ordinary school entertainment, may be an outgrowth of such events, different grades being responsible for different episodes or interludes. *The Light*, a pageant by Catherine T. Bryce, published by McClurg & Co., Chicago, is particularly appropriate at this time.

Often the junior high school or upper grade students write very creditable pageants. The home-made pageant is of course of much greater educational value than the ready-made ones found in books, tho children may be encouraged to draw suggestions from many sources. Children must be full of their subjects and steeped in feeling for the thing which they are to write and to act in order to produce best results.

There is not a part of Montana that is not rich in history and Indian legend that may be drawn from in the making of a pageant. The coming of Lewis and Clark, the discovery and prospecting for gold, the early settlements, Indian life and legends are all rich subjects that lend themselves particularly to the out-of-door pageant. Symbolic dances usually form the interludes.

Patriotic festivals, Christmas festivals, May Day festivals, etc., are splendid opportunities for encouraging a spirit of play and for developing patriotism, reverence, grace, and co-operation. See Bibliography at the end of this course.

Inter school contests

It is customary in most parts of the state to hold annually a county field meet at the county seat. Such an event is almost national in scope and the result is far reaching. There is one weakness, however, not yet corrected in some sections, which should receive the careful consideration of those who have such an event in charge. The usual field meet encourages those who are already athletically inclined to become more skillful players, faster runners, or higher jumpers and each school is judged by the athletic prodigy which represents it.

An effort should be made to have such a series of games that every child can take part in something. In certain events school

should compete against school rather than individuals against each other. Of course, when all children play, the results may seem cruder to observers, but the benefit to all the children will be greater.

Boy scouts, girl scouts and camp fire girls

Every town, no matter how small, should have one or more Boy Scout and Girl Scout or Camp Fire Girl organizations. Often the superintendent, principal, or teacher, if he is a person of vision, initiative and daring, is best fitted to be the leader of such an organization. The school cannot afford to allow such a wonderful opportunity to help the young people of the community pass because of lack of leadership.

Education is incomplete without one of these organizations to supplement the all too formal work of the school. Dean Russell of Columbia University says of the Boy Scouts, "I would consider myself a prince among schoolmen if I could devise a school program in which the curriculum should appeal so directly to a boy's interests and the courses of study apply so serviceably to adult needs." And again he says, "As a teacher, I take off my hat to Sir Robert Baden-Powell, the genius who in a bare decade has done more to vitalize the methods of character training than all the schoolmen in this country have done since the Pilgrims landed on the New England coast."

Moral education has been more or less a failure in the public schools principally because we have not given children opportunities to learn by doing. Virtues are instilled in Boy Scouts and in girls of similar organizations, not by talking about honesty, politeness, loyalty, self reliance, bravery, cheerfulness, obedience, duty, unselfishness, helpfulness, and reverence, but by living those virtues. The scout laws are based on the most modern pedagogy, which most schools fail to observe. The scout passes from step to step by becoming proficient in certain small "stunts" until habits are fixed; not by talking about what should be done, but by actual doing. The scout oath taken by every boy on becoming a tenderfoot is practiced daily.

"On my honor, I will do my best (1) to do my duty to God and my country, and to obey the scout law; (2) to help other people at all times; (3) to keep myself physically strong, mentally awake and morally straight."

Can the school allow any community to go without such an organization because of a lack of leaders?

Formalized or invented exercises

Formal gymnastic work should have little or no place on an elementary school program except in connection with posture training and corrective and relief exercises. The following exercises indicate this type of formalized activities:

Posture training

Children need definite help in gaining the power of maintaining an erect posture of the body. During the growing years bodily proportions and muscular strength are changing rapidly, and these changes are accompanied by fluctuations in the powers of erectness.

1. *Importance of habits of good posture*

a. For bodily health and tone

It is only when the trunk is in a perfectly erect position that the heart, lungs, stomach, liver, and the other organs that constitute the working machinery of the body can do their work to the best advantage. Habitual bad carriage in walking, sitting, and standing interferes with the work of these organs. This eventually impairs the circulatory, digestive, respiratory, and excretory systems of the body.

b. For conserving the energy of the body

The numerous muscles and ligaments surrounding the joints can maintain the balance of the body without undue strain when it is perfectly poised. When the body is in a poor position, undue strain is placed upon certain muscles and ligaments. This involves an unnecessary lowering of bodily tone and efficiency. The body is easily fatigued and the resistance to disease decreased.

c. For insuring proper growth and development

In childhood the physiological functions must, in addition to providing for waste and repair, furnish material and energy for growth and development of the body. It is further essential that the proper posture of spine, chest, and shoulders be maintained thruout this period of growth because of the effect on their contour and symmetry. Bancroft says, "A well-developed chest, a back strong and normal in its growth, and shoulders and head well poised, are points of development that must be held of fundamental importance by everyone concerned with the well-being of a little child."

2. *Judging the postures of children*

a. *The vertical line test

"The long axis or diameter of the trunk of the body is a perfectly vertical line; the long axis of the neck and head taken together is also a vertical line. To assist the eye in determining these points, a line may be dropped from the front of the ear to the forward part of the foot; it

*Bancroft, *The Posture of School Children*

will be seen to parallel the axes of these large segments of the body, and at the same time will serve to show that the weight is perfectly balanced in relation to the feet. In poor posture the axes of these main segments of the body (neck and head, and trunk), instead of forming one continuous vertical line, are broken into two or three zigzag lines."

b. General tests

The teacher should observe children's daily posture habits when sitting, standing, walking, and marching and when taking formal gymnastic exercises, for the purpose of planning the corrective and habit-forming exercises and drills to be given and of determining the individual attention necessary.

3. *Meaning of posture training*

The following constructive program for improving children's posture should follow the testing suggested in the preceding topic.

a. Development of posture sense

Children should be helped to get the feeling accompanying correct posture. This can best be accomplished by giving suggestive directions rather than formal gymnastic commands. The direction to "grow tall" contains all the elements of good posture and should be given in parts until the children have become accustomed to assuming the complete posture:

- (1) "Grow tall from the waist."

This brings chest up and forward, flattens the back and pulls the abdomen in.

- (2) "Push top of head up against the ceiling."

This brings the neck erect and pulls the chin in.

- (3) "Stretch tall at knees."

This direction in conjunction with the other two, if properly followed, will secure the vertical line posture. It may be necessary in individual cases to see that the weight is thrown forward upon the balls of the feet and that the shoulders are brought back until the shoulder blades lie flat.

When the children have assumed the correct standing posture in response to the above commands, the directions may be given to "Slump." Alternately taking the correct posture and "slumping" will help the children get the correct posture sense and aid in rapid adjustment of the parts of the body. Posture charts in the hygiene and physiology textbooks and Wood's *Health Charts* will be an aid in securing the correct posture. Care must be exercised lest the children assume the injurious over-correct or "Bantam posture."

b. Record of chest expansion

Children may keep a graph of their increase in chest expansion making entries every two weeks or monthly.

c. Posture drills

The following drills are designed to aid in securing correct posture and exercising weak postural muscles.

(1) *To gain correct standing position

- (a) Stand against a wall with no baseboard.
- (b) Heels, hips, fingers and back of head touching wall.
- (c) Roll head back until you can see the ceiling.
- (d) Keep fingers, hips and heels against the wall.
- (e) Draw chin downward and inward, eyes looking forward.
- (f) Keep position of shoulders.—Walk.

(2) Defects and their correction**Round and stooped shoulders.**

Aim: To develop the shoulders and the arm muscles.

(a) Swing arms forward and backward. Circle shoulders, forward, up, back, and to normal. Stretch arms from front to side position, turning palms up.

(b) Swing arms forward on shoulder level, bend elbows to bring finger tips to top of shoulders with elbows pointing forward. Lift elbows, make a semicircle at sides, upward, backward, downward. Maintain a good standing position.

(c) Take best standing position. Raise arms straight forward, upwards, palms facing. Inhale. Turn palms quickly away from each other, lower arms sideward, downward. Exhale. Repeat 4 to 5 times.

(d) Slowly stretch arms upward, stretching fingers first. Very slow movement, all shoulder muscles tense. Bend arms quickly. Lower arms. Repeat.

Weak back

Aim: To strengthen the waist muscles

(a) Feet firm on the floor. Bend trunk forward and back to normal.

(b) Bend trunk forward with head thrown back.

(c) Bend trunk to right and left without moving hips.

These exercises stretch the chest and straighten the dorsal spine.

Drooping Head

(a) Exercise muscles of the neck by bending, circling, and turning head.

(b) Push back of head against collar.

(c) Drop head backward, lift head upward, draw chin strongly inward, making a double chin.

(d) Relax muscles, letting head drop backward; raise it with a strong upward pull. Repeat 4 to 10 times.

(e) Practice holding the best standing position while counting 25.

Protruding Abdomen

(a) Take correct standing position with hands on hips.

(b) Bend trunk to side as far as possible. Do not twist the body, move feet from floor nor bend knees.

*Crampton, *The Pedagogy of Physical Training*

(c) Return to upright position. Same to other side. Repeat 4 to 10 times.

(d) Standing, hands lightly clasped over abdomen, take a deep breath, pulling in sharply at waist—In! Hold an instant—Out! Slowly let breath out and muscles relax. This is a very simple but very effective exercise.

Flat Feet

(a) Walk correctly, toes straight ahead instead of out.

(b) Walk on tiptoes. Along a crack in the floor. Across room, legs straight, stretch foot each step, put toes down first, then heels.

(c) Take best standing position. Raise heels stretching as high as possible. Repeat slowly.

(d) March on toes

(e) Stand on toes while counting to 100, stretching tall.

(f) Walk on toes with the weight on the outer side of them.

Relief drills

For purpose of the two-minute relief drills and the best time to give them see Relief Period in General Suggestions. In arranging relief drills, exercises for the arms, trunk, and legs should be particularly included. These drills should be taken vigorously and each period should close with deep breathing. In the preceding pages it has been indicated that certain activities such as marching, imitative games, and other exercises are especially well suited to be used in the relief period. The following are further examples of relief drills particularly suited to classes above the first and second grades as they involve formal gymnastics:

1. Touching Toes. Stand straight. Raise the arms extended straight up in front, at the same time stretching legs, body, and arms as much as possible. Without bending the knees, keeping the arms always straight bring the body forward and down, touch toes with tips of the fingers.

2. Jump feet apart and arms at forward bend. Bend trunk to right and fling arms sideward—1. Return—2. Repeat in rhythm 16 counts. To left 16 counts. Running in place kicking heels backward as high as possible. 16 counts. Deep breathing.

3. Raise arms forward upward, rise on toes, and breathe deeply—1. Lower arms sideward downward, lower heels, and exhale—2. Repeat 8 times. Hands on hips, hopping on toes. 16 counts. Deep breathing. Keeping arms at sides, turn hands outward with deep breathing—1. Hands returning—2.

4. Raise arms forward—1; fling sideward—2; move forward—3; and downward—4. Repeat 16 counts. Hands on neck, bend trunk to right. 16 counts. To left. 16 counts. Hopping on toes. 16 counts. Deep breathing.

5. Raise left arm sideward upward, place right hand on hip—1. Bend trunk to right—2. Raise trunk—3. Lower arms—4. Repeat other side. 16 counts. Arms to upward bend. Thrust arms forward, sideward, upward. 8 counts in each direction. Running in place, raising straight legs forward. 16 counts. Deep breathing.

6. Raise arms sideward, jump feet apart—1. Swing arms downward between legs, bend trunk downward—2. Return to one—3. Position—4. 16 counts. Deep breathing.

7. Hands on neck, deep knee bending. 16 counts. Deep breathing.

APPARATUS

The following apparatus will be needed for some of the games suggested:

Bean bags (These should be made of six-inch squares of duck or denim and filled with corn or beans. There should be one for each child in the room.)

Hand balls (At least two will be needed for the suggested relays, pass ball, etc. Soft balls only should be used for this purpose.)

Basket ball

Base ball

Desirable apparatus for the playground

Teeter-totter

Swing

Slide

Giant stride

Flying rings

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GEOGRAPHY

GENERAL SUGGESTIONS

AIMS

1. *To help the pupil understand his own environment and the human relationships in it.*
2. *To develop in him a real interest in his world-wide environment and in the interdependence of peoples.*
3. *To help him secure an absolute mastery of usable and worth while geographical facts and principles.*
4. *To help him develop skill in the use of geographical tools such as texts, pictures, maps, etc.*
5. *To stimulate, guide, and assist him in his problem-solving and thinking.*

PRINCIPLES

All work in geography should be motivated.

All available sources of materials should be used by children to secure essential and worth while information.

This information should be evaluated and organized by the children.

Complete mastery of essential factors should be required.

THE PREPARATION OF THE TEACHER

The teacher's preparation should consist of:

1. Knowledge of the course of study.
2. Tentative plans for month, week and day.
3. Familiarity with available material both at school and in the community on particular unit of work to be used.
4. Ability to interpret maps, diagrams, pictures, graphs, statistics, etc., as well as text.
5. Intelligent plans for use of text for purpose of securing information in solving problems and not as a guide for procedure in the year's work.
6. Acquaintance with current magazines and other publications.
7. Plan of procedure for instruction period.
8. Definite aims to be attained, such aims to be determined not only by the amount of knowledge children secure, but by habits established and attitudes acquired.

THE MOTIVATION OF GEOGRAPHY

Consideration of the interests and experiences of the pupil is valuable as a guiding influence in selecting the kinds of materials that are to be used by the teacher in approaching the subject for study. By the use of these, motives strong enuf to secure his whole-hearted interest and enthusiasm may be aroused.

1. The products, the needs and the activities of the local community and of the state furnish valuable stimuli for motivating the study of geography. The following subjects of interest will motivate not only Montana geography, but will reach out and touch the problems of our entire country and of the world at large, thus establishing interrelations between the states and nations:

The discovery of oil in Montana.

The tourist business in the parks of Montana during the summer season.

Colonization centers in Montana.

The annual state fair at Helena.

The "shifting population" in Montana.

What becomes of the wool raised in our community?

The source of the tea, coffee, sugar, salt, spices, fruit, etc., that we use in Montana.

The source of the rubber erasers we use in school.

2. Conversations and discussions heard at home or elsewhere, newspaper clippings, magazine articles, cartoons, and the children's recreational reading may furnish a natural approach to a lesson or a series of lessons in upper grade geography. The topics chosen for this purpose should be of current interest and should be of considerable geographic importance. The following questions are suggestive of the type that the teacher might organize on the basis of current topics as indicated:

How does the commercial importance of the Panama Canal compare with that of the Suez Canal?

Why is the trip by the world fliers important?

Why do we need the new immigration law that has just been passed?

Why is the United States Government investigating the possibility of raising rubber?

3. The play motive may be utilized as a means of making real to pupils the manners and customs of people in other lands. Simple impromptu class dramatizations as well as the preparation of a more elaborate school entertainment will provide an intimate insight into the many phases of the life of the people of a country and furnish a motive for geography work. Suggested activities:

Dramatization of the story of William Tell or of a scene in Eskimo land.

School entertainment in the form of an evening in Japan or a visit to a tea plantation in Japan.

THE USE OF THE TEXTBOOK AND REFERENCE MATERIALS

Daily at first and occasionally thruout the course, whole class periods should be devoted to teaching children how to use the text and reference materials wisely. With books open pupils should:

1. Hunt out and discuss with the teacher important points of the lesson. Evaluate data.
2. Organize the facts around the problem presented.
3. Find the principal thot in a paragraph and briefly state it.
4. Read maps. Use legends and symbols understandingly.
5. Interpret pictures, graphs, diagrams, and charts.
6. Use the table of contents and the index intelligently in finding desired information.
7. Use the tables in the appendix intelligently for comparative statistics.
8. Select references wisely.
9. "Skim" the pages for salient points.

By observing the habits of the pupils during the study periods the teacher is enabled to discover when and what training lessons are needed. If a pupil turns over the leaves of his book slowly and laboriously, he probably needs training in the use of his index or table of contents. If he is not able to secure information from the printed page, he needs silent reading lessons in reading geography. If he cannot interpret maps, he needs more instruction on the legends and symbols of maps. Frequently the pictures are full of suggestions that a pupil misses because his power to observe needs stimulation. Calling his attention to spe-

cific features in a picture such as the clothing of the people, the nature of the country, the type of home (p. 42 of the *Elementary Geography*) makes pictures more meaningful.

The review questions and suggestions at the ends of the chapters in the McMurry and Parkins geographies may be used to good advantage for supplementary work.

CONCRETE TEACHING HELPS

Geography requires handling of materials, training of the senses, independent discovery of facts, clear, accurate thinking, and understanding of conditions. Things that cannot be seen or studied at first hand must be made real and vivid to children. For this purpose the school needs a good supply of materials and the teacher needs to make the best possible use of them. (See equipment.)

1. Surroundings

The immediate surroundings of the school are the prime source of geographical materials. Earth forms, weather conditions, plants and animals, industrial and commercial activities and products in the local community are "first aids" in learning geography. The teacher is at fault if her pupils follow the text and recite haltingly about the Rocky Mountains or smaller ranges without knowing that the mountains seen from the schoolhouse window are the ones described in the book.

2. Pictures

Pictures are next to reality. Like the printed page they contain material for that. They tell stories of life situations, illustrate points, and make teaching concrete. Sometimes they teach more at one glance than a teacher can ever explain. Make a careful study of those in the textbooks and readers. Collect scenic postcards, photographic views and pictures cut from magazines. They should be selected with care, classified, mounted or preserved in large envelopes. A picture poster, such as an "Eat Less" or an "Eat More" poster, is often an effective means of instruction. A stereoscope with cabinets of views is good, but expensive, unless neighboring schools plan to make exchanges. Lantern slides and moving pictures are valuable, if educational in character.

3. Games and plays

Occasionally geography can be made realistic thru games. Have a Japanese day characterized by its pictures, costumes, products, stories of home life, typical of the country. This suggests other days—New York day, wheat day, coal day. Games of "What am I thinking about?", "Where does it come from?", "Why does it grow there?", "How does it affect man?", may be used for drill lessons. Dissected maps provide educative seat work. Latitude and longitude can be taught thru games. A pupil may be a real estate dealer in Argentina (or other countries)

and the other pupils prospective buyers. It will not be half so difficult to understand the purpose and workings of the Panama Canal if the pupils play that they are the United States Government controlling the navy at a time when a hostile nation approaches the canal.

4. Specimens and models

Let children help in collecting useful geographic specimens: souvenirs, rocks and minerals, distant products, objects in nature and of Indian workmanship, relics, coconut from Brazil, Chinese newspapers, etc. Collections of specimens showing different stages: grain of wheat to finished product, flour, etc. Model surface features in sand or clay. In modeling a salt and flour map, mix well two parts of common salt and one of flour. Add water slowly while mixing until it is the proper consistency. For a paper pulp map, soak bits of newspaper for a few days, then drain off and mix well until the mixture becomes a thick pliable mass. Care must be taken in making models true to reality to prevent false ideas of form. Additional materials can be secured thru letter writing. Send for the free bulletin, *Materials on Geography* in reference list. Children should be encouraged in writing letters for such valuable geographical materials and supplies as can be had for the asking. To ascertain the source of goods brought from a distance, a booklet on labels and trademarks is suggestive.

5. Diagrams, graphs, and charts

To give comparative ideas of the importance of matters referred to, use is now made of various sizes of squares, cubes, bars, circles, pictures of products, and divided areas of circles. The graphs in the textbook revised whenever the most recent statistics make it necessary. (See arithmetic course of study, eighth year.) Statistics and other matters pertaining to the local county or community can often be made to serve useful purposes thru charts or graphs. Surveys made by pupils in the community often supply valuable data for graphs. Weather charts and bird calendars should be kept at certain seasons of the year. Problem solving is made a very real issue when applied to charts or graphs.

6. Suspended globe

A globe helps to solve problems of the earth's relation to the sun and moon, its shape, relative size and rotation and revolution. Many false ideas can be corrected by the use of a suspended globe.

7. Map drawing and sketching

The study of maps should begin with a picture and a map of the same region. The discovery of various features in both makes the work concrete. Follow this with map drawing, perhaps of the school-room, school yard, school district. Drawing a map of a region seen from a hilltop trains the imagination in understanding the relation of places impossible to be seen at the same time. To make a map mean something, this relation of a map to a known region must be learned first. Later map drawing must be made an effective means of giving information. Rapid blackboard sketching is useful in analyzing, emphasizing, or

making clear certain features. Children should be trained to talk while illustrating their ideas by simple sketches quickly made. A rough sketch of a city or small region often explains some features which a map cannot show, and helps the child's understanding of exact situations. For seat work each day pupils should add something to their outline maps, but the number of features to show on a map should be limited so as to avoid confusion. Very little added knowledge and a waste of time result from coloring maps. It is a mistake to allow pupils to color, shade, letter or finish a map, even for exhibit purposes, when such work has no educative value. For most purposes a simple pencil drawing is sufficient. Names should be written neatly and parallel to each other. Crowding is often avoided by using a legend or key. Map drawing is a useful mode of expression to the extent that it *saves time, deepens impressions, and shows space relations* with considerable accuracy.

8. Maps to draw

Political maps much limited in details.

Progressive maps, additions made from each lesson.

Product maps with pictures and specimens attached.

Climate maps showing zones, winds and rainfall.

Relief maps of small areas in sand or clay; of larger areas in salt and flour.

Outline and pattern maps: school district, local county, Montana, United States, and each continent sketched from memory. Pattern maps cut from cardboard for tracing on paper or blackboard, if large sized, are a great time and labor saving device in learning.

Slated maps, particularly of the United States.

9. Map study

Maps need careful interpretation. To pupils, symbols should mean real rivers, mountains and cities. The important thing is the *thought* and *content* in the map. Lead pupils to discover that they can learn many of the larger facts in the reading from the accompanying maps. Teach them to refer to maps constantly while reading the text. The habit saves time. It should carry over to the reading of histories, newspapers, magazines, and books. A city or region not definitely located in the reader's mind is as unreal as fairyland. The "map habit" should be formed early, as it helps to solve problems of location and space relation quickly. As far as possible map questions should be limited to those that make pupils think for themselves. "Why is there no great city along the Colorado?" is a better question than one calling for its location only. Problem questions that provoke thought are the kind that should predominate in every lesson. It is better for pupils to discuss other points in solving problems, rather than for teachers to give them many detailed questions, each calling for little response. If pupils are to succeed in acquiring geographical knowledge there must be an adequate supply of wall maps, *hung low and drawn down* for use during study as well as class periods. See reference list.

10. Reports on readings

Require pupils to read in geographical readers chapters or selections bearing upon the problem before the class. Check up their reading by requiring class reports on the information gathered. Sometimes this might take the form of a report on the entire book including (a) name of book and author, (b) name of its general content and divisions, (c) intensive report of that part most applicable to the problems under investigation at the time, (d) reasons for disliking or enjoying the book. Such reports should be *brief, well arranged, and of interest to the class.*

11. Bulletin board

This may be used for clippings, pictures, cartoons and other printed material. The pupils should be encouraged to gather these.

12. Newspapers

Newspapers, magazines, encyclopedias, the World Almanac, year-books, atlases, gazetteers, supplementary readers, government publications, publications of an advertising nature such as are frequently issued by railroads, globes, maps, and dictionaries are other sources of data that pupils should learn to use.

METHODS OF TEACHING GEOGRAPHY

There are several methods in use for teaching and organizing geographical facts: imaginary journeys, type studies of a city or product, drill lessons for fixing locational facts, topical outlines, and the problem method which may involve one or more projects before the solution is complete.

The problem lesson

There is no better method of teaching the large body of geographical facts than the *problem method*. Dewey says *there is no reflective thinking without a problem*. A problem in geography is a *big* question centering about an industry, a region, a country, a product, a city, or a life situation. *Its answer organizes thinking*. Its central thought binds together the various related ideas into a permanent possession. A problem about a region brings together ideas of position, surface, drainage, soil, climate, population, industries, products, and cities. It controls both teaching and learning. It tends to break down purposeless reading and the mere memory of facts and definitions given.

Geography has unlimited material for study. In consideration of our needs and with limited time for the subject a wise selection of the content of geography must be made. Trivial, empty subject-matter such as unimportant places, not likely to

be met with in one's reading, business, or travel, must be omitted. The capitals in some states are not nearly so important as their trade or industrial centers. Memorized lists of capes, islands, or mountains have no practical value. Why use a detailed outline study of one state, one continent, or one unit after another until the entire universe has been exhausted? We should limit to minimum essentials geographic facts which children should know. We should select those that are connected in some vital way with the child's own experience, or those that can be thrown into a problem which appeals to the child as really worth while. To assist the teacher in making problem solving worth while and full of human interest, a selected number of thinking problems are suggested in the course of study for each grade. Some of them require prolonged study. It may require several *days* or even *weeks* to solve a single problem. It may be found impossible to find a satisfactory solution for some problem immediately. Many of the problems met with in life are full of meaning and value because they remain unsolved. Problems characteristic of life should be used in the schoolroom. In formulating problems in addition to those given in the course, teachers should be careful to select those that stimulate thinking and those that possess a very real and evident relation to man's effort in making a home on the earth.

Problem lesson I motivated by newspaper clipping (Grade VII)

1. Setting up the problem

Read to the class the following article clipped from a Montana newspaper:

RUBBER HUNTERS SEEK SUPPLY IN SOUTH AMERICA

WASHINGTON, May 14.—The government's rubber investigation expedition in South America covered a large territory in the basins of the Amazon river and tributaries almost to the Bolivian borders in its search for sources for the development of crude rubber to meet the growing demands of American consumers.

Although an enormous area is adapted to rubber production as far as temperature and rainfall are concerned, soil conditions are a limiting factor. Dr. Curtis D. Marbut, soil expert of the department of agriculture and a member of the expedition, reported to Secretary Wallace.

Discuss it with the class on the basis of these problems: Why is the rubber industry of such vital importance to us in the United States? What conditions prevail in South America that influenced our making the investigation there? Have we made investigations in any other country? What is the status of the rubber industry today?

The class will have enuf general knowledge of the topic of rubber from their study of South America in the fifth grade to take part in the discussion. They will probably recall that the Amazon region was formerly the source of the world's rubber supply; that today considerable cultivated rubber is being produced in the region of the Malay peninsula; that rubber goods have come to be a necessity in our life today; that the importance of rubber goods is growing; that the almost universal use of automobiles and auto trucks in the United States today has made rubber one of the most important commodities in our country. Encourage free discussion, general participation, and questioning by pupils.

2. *Statement of the problem*

From the discussion, if at all possible, lead the class to formulate the problem for study. The main problem should be broad enough to involve several subproblems for study. The following problems should be the outgrowth of the discussion. They should be placed before the children throughout the study.

Main problem: Why is the United States government investigating the possibility of raising rubber?

In order to solve the main problem the following subproblems will need to be studied:

(1) How does England's monopoly of the rubber industry affect us?

(2) What possibility is there of the United States' producing crude rubber?

3. *Planning ways to reach a conclusion*

Can we solve both of these problems from available data? Which one should we consider first? It will be noted that the second one can be only partially solved now, and that it will be necessary to look to the future for national and international developments for a full solution. It will be evident that the first problem is the one upon which to center the fire of our investigations.

How shall we solve this problem?

Encourage the class to make suggestions. Encourage tentative solutions but keep before the class the necessity of authentic data for reaching legitimate conclusions. After solution make a comparison of the tentative conclusions with those reached after studying actual conditions.

List the suggestions for study made by class and extended by teacher; study in geographies and reference books about the rubber industries, countries raising rubber, the history of rubber; look up in *Current Events*, *Pathfinder*, *Looseleaf Current Events*, and other magazines of 1923; watch for current articles on the topic of rubber; look up statistical data in the *World Almanac* and encyclopedia.

The solution of subproblem (1) will involve the study of numerous contributory ones. These should be listed as follows:

How does the amount of rubber produced in 1912 compare with the amount in 1922? What caused this increase in production?

Account for the increased consumption.

Who uses most of this rubber? How much?

What was the former source of our rubber? Where does most of it come from now? How did the English happen to develop the industry in the Malay Peninsula? Who controls production? Why does not South America produce more rubber?

How does the price of crude rubber in 1912 compare with that of today? Why this difference?

Who controls the price?

How does the price of crude rubber affect you and me?

The solution of subproblem (2) will involve the study of the following problems:

Why are we not raising rubber in the United States? Conditions necessary for raising rubber. Have we these conditions in the United States? In our possessions? Can rubber be successfully cultivated in any countries where we might obtain production privileges on United States capital? Are there any rubber plantations owned by American capital?

Where shall we obtain information on these problems?

The children will make out a list, the teacher assisting in further references.

McMurry & Parkins, *Elementary and Advanced Geographies*

Smith, *Human Geography*, Books I and II, Winston

Shepherd, *Geography for Beginners*, Rand

Allen, *South America*, Ginn

The Romance of Rubber, United States Rubber Company, N. Y.

Rubber, Firestone Tire Company, Akron, O.

Current History, April, 1923

Saturday Evening Post, May 26, 1923

Literary Digest, Feb. 10, 1923

Current Opinion, April, 1923

Pan-American Union, July, 1923

World Almanac, 1923

Encyclopedia

How shall we obtain the data? Shall the entire class prepare all the topics? Shall each member prepare one or more? Are there certain ones that all should prepare? This will be a matter for class decision.

It will be necessary to see that the main problem is constantly kept before the class in their study. Otherwise their investigation may result in mere desultory reading.

4. Putting the plan into execution

The children will use the study period to gather data. The class periods will be used as a conference period. Reports should be prepared carefully. All points should be definitely made and their bearing on the topic clearly indicated. Questions to clarify points not well made should be encouraged. Data presented should be submitted to the class for criticism. Validity of data and its relation to the problem should be constantly challenged by the class.

In order to help clarify the rubber situation as it exists today it would be well to have the children indicate on an outline map of the world the following data:

a. The world's rubber belt (10 degrees north and 10 degrees south latitude).

b. The regions producing rubber today, indicating power in control.

c. Areas *proposed* for rubber culture by the United States. (*Literary Digest*, Feb. 10, '23, contains some excellent maps that will prove helpful.)

Graphs, too, may be used to good advantage. The following items may form the basis of comparison by means of graphs:

d. The United States uses 70% of all the world's production of crude rubber, 1922.

e. Four-fifths of world's crude rubber goes into tires and casings, 1922.

f. Statistics indicate that in 1922 there was a registration of 12,375,000 automobiles and motor trucks in the United States. In the rest of the world, there were 2,275,000. Montana had 58,785.

Let the children give clear, definite statements in interpreting the maps and graphs. Have them indicate the relation of the data represented to the solution of the problem.

When all the available data have been secured on each of the subproblems, the children should organize their results in outline form. The teacher should direct the organization and should have the complete outline placed upon the blackboard. The outline should be retained for further consideration in attempting to solve the main problem. The following outline is suggestive of the points to be made:

Production

Necessary conditions

Climatic—torrid heat, abundance of moisture, humid soil

Economic—cheap labor

Source of world's supply today

Continent	Region	% of world's production
North America	Mexico	.5
	Central America	
	etc.	
South America	Brazil	6.7
	Peru	
	Colombia	
	etc.	
Africa	Congo	.5
	etc.	
Asia	Malay Peninsula	92.3
	Sumatra	
	India	
	Ceylon	
	etc.	
TOTAL		100.0%

Possible sections suggested for United States production of rubber—

Arizona	Philippine Islands
New Mexico	Brazil
Southern California	Peru
Panama	Colombia

Consumption

United States	2/3 of world's output, 1922
	4/5 of imported rubber made into tires and casings
	20,000 different articles made wholly or partly of rubber

Rubber goods

Kinds

Tires	Household
Clothing	Mechanical sundries
Footwear	Hard rubber

Control of Market

England—produced $\frac{1}{2}$ of world output in 1922.

Stevenson plan gives British control of production, supply, and price of crude rubber.

Investigations by United States

United States government appropriation of \$100,000 for investigation.

Conditions governing investigation

Proper climate and soil

Cheap labor

Permission of foreign government of country in which investigation is made

Investigations made thus far

In the Amazon region: report not yet made public.

In Florida, California, the Canal Zone and Hayti.

Private enterprise

Harvey S. Firestone's acquisition of large tract of rubber land in Liberia, Africa. (See any current events paper about January and February, 1925, for particulars.)

Names associated with the rubber industry

Mackintosh

Firestone

Goodyear

Eberhard Faber

Ford

5. Solving the problem

Encourage children to summarize briefly the results of their investigations and to note how their summary bears upon subproblem (1).

The following might serve as a brief summary of conclusions formed from their study:

The Malay Peninsula and the Dutch East Indies today produce practically the world's entire supply of rubber.

England controls the world's crude rubber market today.

Our supply of rubber must be purchased from England at the price she demands.

Countries seemingly having the right conditions for the cultivation of rubber are not raising rubber extensively.

It is essential that the United States government take steps toward the development of rubber plantations.

Can you solve subproblem (1) now?

Compare this solution with your tentative one. Watch magazines and newspapers for further developments in the solution of subproblem (2).

When the study is as complete as is possible at this time, the children should be encouraged to make statements in solution of the main problem: England thru her monopoly of the production controls both the supply and the price of rubber. The United States, requiring most of the world's supply of crude rubber for her manufacture of rubber goods, is obliged to pay the high price demanded. In order that the price of rubber goods may be lowered, it is essential that the United States establish her own rubber plantations.

Compare your tentative answer in solution of the main problem with your conclusion now.

Problem lesson II motivated by inventory of the source of our supplies
(Grades IV or V)

6. *What do people of other lands furnish us and what can we find out about those people?*

This is a problem that if well taught will last many weeks.

The following sub-problems logically follow:

What did we have on the breakfast table that came from some other country?

Why do we not raise coffee (one suggestion from last problem) near home?

Where does coffee grow and how did it get to us?

What can we find out about the people who raise coffee for us?

Before the big problem is exhausted, the people who raise our cocoa, cocoanut, dates, sugar, spices, rice, tropical fruits, rubber, silk, etc., are studied. These studies, if properly developed, involve knowledge of peoples, land and water forms, climate, industries, products, transportation, etc., of many countries of most of the continents. The scope of one of these topics is illustrated below in the study of the date:

1. Where shall we go if we follow a box of dates back to the country where dates are raised?
2. What would be the most interesting experience on the way?
 - a. Material used: Maps of Asia, the world, the United States, Montana, the globe.
 - b. Problem solved.
 - (1) Arabia, the home of the dates, is located on the continent of Asia.
 - (2) Asia is then located on the globe; on a map of the world.
 - (3) Montana is located on a map of the United States; on a map of North America; then on a map of the world.
 - (4) Arabia and Montana are located in relation to each other.
 - (5) The routes probably taken in transporting dates from Arabia to Montana are determined.
3. What are the people like who raise our dates for us?
 - a. Preparatory step. Assignment: What do we want to know about these people? Appearance, homes, food, amusement, how they make their living, their schools, their religion. How dates grow. Each child take one topic each day for special report. Where can we get this information?

- b. Materials used: Texts and pictures from basal text and from library books:

Andrews, *Seven Little Sisters*, Ginn
 Andrews, *Each and All*, Ginn
 George, *Little Journey Series, Arabia*, Flan.
 Carroll, *Around the World, Book I*, Silver
Our Little Cousin Series: Arabian Child, Page
 Shaw, *Big People and Little People of Other Lands*, Am. Bk.
 Starr, *Strange People*, Heath
 Carpenter, *How the World is Fed*, pp. 281-287, Am. Bk.
 Allen, *Asia*, Ginn
 Carpenter, *Geographical Reader of Asia*, Am. Bk.
National Geographic Magazine, August, 1917

- c. Method used: "Moving pictures." Each child gives a word picture and also shows pictures found in books to illustrate his topics. To hold children to a definite topic, to prevent stereotyped recitations and to stimulate colorful "pictures", small problems may be formed by the teacher for the use of individuals in contributing their part of the "movie". For example:

- (1) What does the Arab look like and how do different members of his family dress?
- (2) A picture of the Arab home on the desert, in town.
- (3) What does the Arab do when he is at work? Growing and gathering dates; taking the caravans across the desert; chasing the ostrich; herding his cattle and sheep.
- (4) What are the Arab child's school and amusement like?
- (5) A picture of the Arab at worship.

In these word pictures "local color" should be stimulated so that the children get in the spirit of these people. An appreciation of our dependence on them (for dates, figs, cocoanut, coffee, pearls, ostrich feathers, palm leaf fans, etc.) and their need of us (for what?) should be developed. The use of new terms should be encouraged. They should be used so frequently that they will become a part of children's vocabulary (sheik, Mohammedans, Mecca, Koran, Allah, mosques, minarets, nomad, Bedouins, oasis, caravan, etc.) Maps should be used frequently. Climate, reason for great heat, length of day and night should be discussed.

7. Suggested activities to accompany this lesson

1. Sand table

Scene showing the Arab at prayer on the desert.

2. Series of posters

Illustrating the continuous story of the Arab boys and used as a frieze for the room: gathering dates, an Arab mother and children carrying water, a caravan on the march, traveling at night, the Arab at prayer, a city on the edge of the desert.

3. Dramatization

Sitting under the stars and by the tent to listen to an Arab father tell a story of his life; how he protects himself from the heat of the sun; how he depends upon his horse and camel; how he obtains his food and water; how he was once caught in a sandstorm.

4. Letter writing

To coffee, date, fig, cocoanut merchants (see advertisements on packages and in magazines), and to steamship companies asking for information.

5. Transportation project

Booklets may be made to show pictures of the various vehicles of transportation of goods from Arabia or the Sahara Desert to a Montana home, with a statement below of the routes and cargoes which they carry. World, continent, and section maps may be drawn on which routes are traced.

6. Regular work for special day exercises

With little or no rehearsing one of these informal lessons on dramatizations may be given for the benefit of parents. After studying many peoples and countries informally, as illustrated by Arabia, scenes may be represented typical of the countries studied. An Arab family in front of their tent, the Arab telling the story of his desert life; conversation between two Japanese girls working with silk worms, etc. A little play may be prepared, different children representing the different articles studied. One child who is to have a party at which the products which have been studied are to be served or used in some form, falls asleep and dreams that these articles come to life and begin to talk to each other of incidents in their lives, traveling experiences, changes of climate, etc. During the term this may be carefully planned and written as a play.

8. *Summary of steps in the problem lesson*

1. Setting up the problem

Situation containing a problem worth solving presented

Situation analyzed and discussed

Previous knowledge and questions drawn out

2. Statement of the problem

Problem raised by children, or teacher, preferably the former

Problem defined clearly and placed on the blackboard

3. Planning the solution

Class suggest means and materials

Similar situations recalled and applied

Plans should be tentative

Sub-problems indicated

4. Putting the plan into execution

Data presented, evaluated, criticized, challenged, and verified

5. Solving the problem

Data organized in concise form. (Use outline, maps, graphs, statements, or other means)

Statement of the solution

ASSIGNMENT OF LESSONS

How to make an assignment

For every lesson assigned there should be a specific purpose and one or more definite problems. This will assist children to choose the helpful facts and to relate them. Sufficient time should be taken from the class period to work out with pupils in some detail what they are to do. A page assignment should *never* be made. A good assignment refers to the way in which maps, pictures, parts of the text or other reference may help to solve the problem. Sometimes giving pupils a few facts which they can use in solving the problem lends encouragement. Leading them to see which facts really help to solve the problem and which ones do not is valuable. Children are properly directed when encouraged to draw upon their experiences and outside readings in finding solutions to problems. They become trained to work more and more independently when they are led to organize data in such a way as to show that it helps to solve the problem. Success in teaching geography results from *setting meaningful thinking problems (or having pupils formulate them), helping pupils to collect data bearing upon such problems, training pupils in finding solutions quickly, working enthusiastically with pupils, and finally checking in the textbook the amount of work covered as a basis for the selection of further problems.* (Adapted from *Minnesota State Course of Study*).

Assignment illustrated

The class has been studying the various methods of transportation, which gives rise to the suggestion of good roads. This leads to the problem for the next day, possibly suggested by a pupil. The teacher writes it on the board, "How have good roads benefited man?" The question, "Whom do good roads benefit?" is asked, and soon the following outline appears on the board below the problem:

In the home locality

Benefits to farmers, school children, the community

In other places

Benefits to city people, tourists, the public

Other questions follow: Describe the conditions of local roads at various times of the year. Are roads as good in one section of the state as another? How do roads of today compare with colonial roads? Name some good roads of which you know. What can be done to get better roads in the community? After a brief discussion of these and other questions, the outline is continued:

In history

Roman roads compared with macadamized roads of today

Colonial roads compared with unimproved roads in Montana

National and state roads

Park to Park highways

Columbia river highway

Proposed Dixie, Lincoln, and Roosevelt highways

What has been done to improve local roads? Who is responsible?
What more can be done to improve the roads?

A few of the historical topics are assigned for individual reports. Available references are mentioned and attention is called to the help rendered by the textbook. To insure adequate preparation individual children are given any necessary help in looking up information, while the class is instructed to think out all the benefits of local roads to various classes of people.

CONSTRUCTION LESSON

The instinct in all children to do something with the hands, to make something, should be given an opportunity for expression. Sand table representations such as Eskimo land, a desert scene in Arabia, a Swiss scene, the Dutch at home, a Japanese festival, etc., give this opportunity. Representations of local environment showing land and water forms, and local surface features and home industries may be made in the sand table also.

The making of booklets containing pictures, illustrating ways of living, means of transportation and various industries; clippings from newspapers and magazines; and collections of stories are worth while projects. Posters are commonly used for these purposes also.

Map, graph, and chart projects should be used in the upper grades to illustrate facts regarding regions and statistics. See Reference List at end of geography course of study for project-problem maps.

Construction lessons should not be limited to the primary grades. There are many occasions for representative work in the upper grades. The course of study for each grade indicates some of these possibilities.

THE TOPICAL OUTLINE

The topical outline has been used for many years as a means of geography teaching. It has, however, been much misused. The topical outline is an excellent plan of work for a review lesson. In the solution of problems many topics will be investigated to secure data. This material should be organized under

definite headings. If the pupils have studied the reasons for the progress of Switzerland in spite of her size, a suitable way to summarize them would be by means of an organized outline.

TYPE STUDIES

A type study is a detailed study of a unit that is more or less representative of a class such as a coal mine, a mountain, a lake city, cotton manufacturing, etc. A great many details are gathered about the particular unit and the pupils are helped to evaluate them, selecting those that are important and representative of general conditions. The study of wheat production in a local community becomes the basis for the more intensive study of wheat production in new areas. The likenesses and differences in the production are determined. Finally a world-wide study of wheat production is made. The pupils have secured a fuller knowledge of wheat production thru this study than can be secured in any other way.

A teacher needs to be careful that only the important details are used, that they are made as concrete and vivid as possible, that the types selected are representative types, and that conclusions reached from the study are applied as occasions for their use are experienced. It is better to select for this kind of lesson a special type than a general one. For example, in studying mountains, use Mt. Blanc, or Mt. Shasta rather than just a mountain. To study the Arab as a type of desert inhabitant is better than to study just desert inhabitants. The same is true regarding an industry. A cotton mill in Lowell, Massachusetts is more or less representative of all cotton mills. A study of a special mill would be more interesting than the study of cotton mills in general.

THE JOURNEY METHOD

There are two types of journey geography lessons; the real journey or excursion, and the imaginary journey. The former should be used in the beginning work in home geography if possible. The pupils should be given the opportunity to discover for themselves many of the facts regarding the formation of land masses, water action, weather conditions, soil formation, etc., by actual contact with them in their natural state. They should have the opportunity also to verify any conclusions that they have reached in their class room study. Trips to local industries are valuable when feasible.

The imaginary journey such as a trip to New York City, or to a cotton plantation in Alabama, or an airplane ride to California adds much interest to geography teaching. It requires much preparation. A large amount of material in the form of railroad folders, maps, pictures, post cards, stereographs, magazines, and books of travel is needed to give the proper settings that make the trip a vivid experience to the pupils. If the teacher or other people in the community have traveled to the places being studied, their experiences should be used.

The planning for an imaginary trip should include the preparations that each individual would have to make; the reasons for taking the trip should be discussed; the routes to be taken should be determined; time tables, maps, and guides should be studied; the places to be visited, the means of travel from place to place, the industries of different localities to be observed, the topographic features to be noticed, etc., should be discussed tentatively at least. Such a trip may be taken as a basis for becoming acquainted with a region, or it may be used as a review of the study of a region.

The writing of a diary, or a series of letters would be an excellent way to correlate the language work with the geography.

DRILL LESSONS

Drill lessons in geography are necessary to give pupils control of the minimum essentials. These lessons should be based on the same sound educational principles as all drill work.

Illustrations:

1. While studying France a large outline map of France is kept on the blackboard. Cities, rivers, mountains, etc., are numbered on the map as they are introduced. Each day pupils step to the map and name the places that are numbered. Each pupil keeps his own score.
2. Geography contests, or matches, may be used for drill purposes. These are conducted like the spelling match. Pupils may locate the places named on the wall map. They may locate them verbally as well, or may tell something about them. They may prepare questions to be answered by opponents. They may answer questions asked by leaders, or the teacher.
3. Travel trips on the wall map may be taken.
4. Pupils may prepare questions to be dropped into a question box. These may be used at the beginning of the next lesson, or for study at the seat.
5. Facts and principles learned in studying one region may be applied in the study of another.

6. Desk outline maps and sketch maps are useful for rapid outlining and location exercises.

7. Under headings such as these:

Islands

Lakes

Mountains

pupils may list names of those in the region that they are studying.

8. Parts of a dissected map without labels exposed may be used during study periods to identify forms.

9. Pupil at the wall map locates place in the list of minimum essentials as teacher or other pupils call for them.

10. Rapid exercises in the use of the index.

11. Rapid silent reading lessons to get facts.

12. Let the children stand by their seats and follow directions such as: face east, point north, etc. Children stand facing New York, South America, Japan, the North Pole.

13. Let the children prepare cards with geographical terms on them. They may be used as a game. One child may draw a card, describe the term, and keep the card if he describes the term correctly.

14. Set of cards made for a geographical game. The sheets of tag-board are of uniform size. Each child may then select a place about which he will accumulate questions to be answered by one word written at the top of the card.

Illustration:

Butte

What city is built on a hill seamed thru and thru with veins of copper?

What city is the largest in Montana?

What city has thousands of people working in the copper mines?

15. The city I am thinking of is the chief copper mining center in Montana.

The country I am thinking of is just north of the United States.

Children answer orally, or write answers on paper.

16. Initial exercise:

Leader: "I am thinking of a city in France. It begins with M."

Children: "Yes, it is Marseilles."

17. Children draw and color a map of Montana, putting in mountains, rivers, valleys, cities, and counties. Children paste this on card-board, and cut it out along lines of counties, making a puzzle of it.

18. Eyes closed, or backs turned to wall map

Questions:

Which ocean is east of Africa?

Which continent is east of South America?

Verify answers.

19. Silent reading map exercises for study period

Trace a map of United States.

Put a cross where the largest city is located.

Color blue the longest river in the world.

Draw a tree in the state where the largest tree grows.

Draw a sack of flour where the most flour is made.

20. Review exercise. Names of places, rivers, seas, and countries to be reviewed are written upon slips of paper which are placed face downward. Pupils in turn draw these slips. Each one who can describe the geographical unit indicated on this slip so clearly that other members of the class can identify it, may keep his slip. Other slips are returned.

21. Slated outline map of a country may be placed before the pupils. This may be used as a progressive map in representing the child's growing knowledge of the continent or country in questions. It may also be used in drilling and testing pupils in place geography.

The value in drill exercises depends upon these principles:

1. Is there an adequate motive for the practice? Are the pupils conscious of the motive?

2. Do the pupils know exactly what to do?

3. Is there "repetition with attention? Are the pupils interested? Are Dr. Strayer's three devices for securing interest being used: a. Varying the procedure; b. Having short practice periods; c. Appealing to the desire to succeed?

4. Is absolute accuracy required in these exercises?

5. Fifty repetitions distributed over a space of two weeks, or two months are more effective than the same number taking place in a few minutes with no recurrence.

6. Is the greater part of the period used for drill work devoted to fixing facts or habits which present special difficulty?

SILENT READING LESSONS IN GEOGRAPHY

Many of the difficulties that children have in geography are due to the fact that they are unable to comprehend what they read. They need help in forming habits of rapidly and accurately getting the thot from their books. (For types of exercises see reading course of study.)

Illustrative type lessons

1. Problem lessons, pages 143-145 *Elementary Geography*, McMurry and Parkins. Would you like to go to Alaska? Why?

2. Pages 1-3, *Elementary Geography*, McMurry and Parkins.

Teacher asks questions. (Children read until answers are found.) Name some other wants that all people have. Give some other reasons why many of our wants are not important. Follow the directions in

paragraph 3, page 1. How does the clothing of people living in hot countries compare with ours? Why must people have shelter? How do the kinds of shelter differ among different peoples? Show how food depends upon the soil. Give other illustrations. Do the same for clothing and shelter.

3. Pages 113 and 114, *Advanced Geography*, McMurry and Parkins. Teacher assigns the following problems for study. In what ways has the development of manufacturing in the South been discouraged? How would these things discourage manufacturing? What opportunities does the South offer for further growth in manufacturing? From the study of figure 4 what conclusions may be drawn regarding the supply of coal? Of what value are the petroleum and gas to manufacturing? How are they formed? How are they obtained from the ground? Study Figs. 127 and 128. What are your conclusions? What are the causes of the enormous quantity of water power in the South? How have the Southern Appalachian Mts. and the Piedmont Plateau affected the water power? Prove your statement by the map on p. 112. What states benefit by this power? Why is there water power nearer the coast? Why are cities located in this region? For what other purposes than manufacturing is water power used? What is true about the future supply of power from coal, oil, and running water in the South for manufacturing?

4. Pages 18-19, *Elementary Geography*, McMurry and Parkins. Children read page 18, second column thru silently. After they have closed their books the teacher asks the following questions: How did people come to depend more upon each other? State the reasons for establishing a general store. How did men begin to do fewer kinds of work? Why did some men do only one kind of work? What did they do? What effect had this upon the people?

5. Pages 147-148, *Elementary Geography*, McMurry and Parkins. Children make up problems on the Panama Canal to bring to class to ask each other for the answers.

6. Organization lesson. Page 49, *Elementary Geography*, McMurry and Parkins. Children find the leading topic, or topic sentence in paragraphs 3 to 6. Children write outline.

Difficulties and dangers in ocean transportation

The loading and unloading of freight

Danger of ship sinking close to shore

Danger from large waves due to storms

Dangers upon the ocean

Severe storms with high waves

Dangers to small vessels

Rocks and shallows near the shore

Dangers to vessels approaching land

Effect of currents, fogs, strong winds and high waves upon vessels at sea.

7. Illustrative Exercises. Page 138, *Advanced Geography*, McMurry and Parkins. Children cover diagram of Minnidoka Irrigation Project and make one from the description in second column, then compare theirs with the diagram given.

8. Page 215, *Advanced Geography*, McMurry and Parkins. Children make a graph to illustrate paragraph 2 in second column.

9. Dramatization—Children select from their geographical readers parts to dramatize. *Scenes from Heidi* by Spyri, *Hans Brinker*, *Little Cousin Series*, *The Twins Series*, etc., may be read silently, then dramatized.

10. Reproduction Exercises. Pages 111-115, *Elementary Geography*, McMurry and Parkins. Children tell the story of King Cotton in units. They might use the marginal topics, each child selecting one of the five. He may read the unit silently, outline it briefly, and present it to the rest of the group.

INCREASING THE GEOGRAPHICAL VOCABULARY

As children read geographical material they will come in contact with words that are new to them. They will need to add these words to their working vocabulary as they represent the ideas that will need to be recalled many times.

Exercises in increasing the vocabulary will need to be definitely planned and executed. Children should become familiar with new words thru the context first. They should use them freely in their discussions also. However, certain words will need to be analyzed before they are thoroly understood. In the upper grades the analysis of words into their elements (prefixes, suffixes, and stems) may be a part of the spelling lesson.

In the chapter on transportation in the elementary textbook used in the fourth year the following terms are probably unfamiliar to most of the children: transportation, depended, highways, macadam, asphalt, navigation, waterfall, tributary, current, sediment, flood plains, deltas, upper course, lower course, river bed, river channel, river basin. Many of these are beyond the spelling ability of the child but they are a part of his speaking and reading vocabularies. By selecting from the chapter in the textbook the words that describe, or explain, the terms given above: such as, transportation, the work of hauling, etc., these terms become more meaningful.

Using the same words, the teacher may list several synonyms or explanatory terms for each in a column, and have the children write after the selected words those that belong with them: as, sediment, dregs, lees, settlings, loose material, etc. It is worth while having them prove that the word used in the textbook is more suitable.

Children may select unfamiliar terms from the text and the meanings if they are given, and then discuss the suitability of using the term instead of its meaning.

The teacher may prepare a list of geographical terms that are related, but insert one or two that are not. Children should cross out the unrelated ones; as, river bed, river basin, upper course, lower course, railroad, river channel.

New words should be used in sentences to illustrate their true meanings. Elliptical sentences test children's knowledge of words also. (See Drill Lessons.)

Lists of geographical terms with their synonyms, or opposites, may be given to children. They should arrange them in columns. For example: gentle slope, mountain, divide, highland, plain, hill, lowland, and watershed. Children group them: gentle slope, hill; mountain highland; etc.

Just the terms may be given to children and they may find synonyms for them and use them in sentences.

Children may make their own lists of new words and keep them for drill exercises. They may construct games similar to those in Drill Lessons.

Headings for columns may be placed on the blackboard; as, grazing, mining, manufacturing, etc. Children may put terms under these headings that relate to these subjects.

From a list of mixed words children may select those that are most closely related; for example, from the list, *miners, farmers, cloth, coal*, and *steamship*, miners and coal are most closely related.

GEOGRAPHY TESTS

Informal

The teacher of geography may test for facts and principles (the memory test); for the interpretation and application of facts and principles (the reasoning test); for the ability to illustrate, or give expression to his geography experiences (performance test). The following set of questions covers practically all types of tests:

1. Name five wheat producing countries:

1..... 2..... 3..... 4..... 5.....

2. In wheat production the ground is first harrowed, plowed. Draw a line under the correct word.

3. Minneapolis developed as a flour manufacturing city because:

- (a) It is located on the Mississippi River.
- (b) It is near the wheat regions.
- (c) It is near the Falls of St. Anthony.
- (d) It is a large city.
- (e) It is near the center of the United States.

Check the correct answers.

4. In Montana wheat is harvested by using the sickle, the cradle, the scythe, the harvester, the combine. Underline the correct answers.

5. The leading wheat producing country of the world is.....

6. The main difference between wheat production in the United States and that of Russia is.....

7. Mark these statements T if true, F if false.

Wheat needs to be cultivated.

Harvest time is the busiest time on the wheat farm.

8. Write before each item (1) (2) (3) the letter corresponding to the following statements which hold true.

(a) The ground must first be plowed.

(b) The wheat is planted in rows close together.

(c) The ground is harrowed.

(1) In order to make the soil soft and fine.

(2) In order to avoid cultivation.

(3) In order to turn the weeds and grass under the earth.

9. Drawing maps from memory to show forms of countries, location of places, natural features such as mountains, rivers, etc. The same is true of charts, graphs, and diagrams.

10. State four steps in the manufacture of flour.

11. Give three reasons why North Dakota produces so much wheat.

12. Flour (is) (is not) manufactured in large quantities in Butte. Draw a line thru the incorrect word, or words.

13. What factors contribute to the growth of the following cities?

Chicago	Minneapolis	Kansas City
Duluth	Omaha	

Write after each city the number of each reason that you think applies to each city.

(1) Access to Europe

(5) Good water power

(2) Located on river

(6) Good transportation

(3) Near source of wheat supply

(7) Distributing center

(4) Good harbor

(8) On the Great Lakes

14. Check the states and countries that produce large quantities of wheat.

Washington	Minnesota	New York	England	Russia
North Dakota	Canada	Georgia	Arizona	

15. Rearrange in order the following steps in wheat production: harrowing, plowing, threshing, drilling, binding, reaping, storing.

16. Questions:

Where is wheat produced in the United States?

Why is it raised in these places?

17. Statements to be answered by "yes" or "no".

Philadelphia is the largest city in the United States.

Alaska imports mining supplies from the United States.

18. Make a list of questions about Alaska. Bring them to class to test your classmates.

19. On an outline map of the United States indicate five leading flour manufacturing cities.

20. Write the names of products across the top of a piece of paper. Have pupils write names of places where they are produced under them.

Illustration :

rubber cocoa coffee sugar

21. Post unnamed pictures along the blackboard rail. Have children tell what countries they illustrate.

22. Descriptions of places read to the children. Children asked to name the place. Same with people, journeys, etc.

References:

Branom, *The Measurement of Achievement in Geography*, Macm.

See also general topic at end of Manual in this course of study entitled Informal Tests.

Standard

Standard scales and tests in geography have been devised. Many of them are merely fact tests, but some require other abilities than memory in order to be used. In using these tests the teacher should follow the printed instructions exactly as they are stated. The tests contain explanatory notes which make it possible for the teacher to give and score them without much difficulty. They also state the purposes of the tests.

References:

Buckingham and Stevenson, *Place Geography Tests*, Pub. Sch.

Hahn-Lackey, *Geography Scale* (may be used for making tests) State Normal School, Wayne, Nebr.

Test made at Normal College, Dillon, Montana (not a standard test)

Posey-Van Wagenen, *Geography Scales* (1. for information; 2. for thot), Pub. Sch.

CORRELATION IN GEOGRAPHY

Reading and literature (see reference lists for titles)

Magazines, supplementary readers, books of travel, newspapers, etc.

Geographical allusions in stories and poems such as *Evangeline*, *Herve Riel*, *Snowbound*.

Enlargement of vocabulary thru acquiring new terms.

Language

1. Oral composition: (a) travel talk, an imaginary trip to Paris; (b) explanations, how to manufacture flour; (c) debates, resolved: that Alaska affords as good opportunities for man to live as Scandinavia; (d) discussions, the reasons for immigrants' from foreign countries coming to the United States; (e) reports, the industries of Italy; (f) dramatizations, a play based on the coming of immigrants to America.

2. Written composition: all of the types for oral composition may be used as well as diaries, booklets, and letter writing.

History and civics

Suggestions: influence of topography, climate, and soil upon attitudes of people; the Northern and Southern attitudes toward slavery; industries of New England and the tariff; gold in California and expansion; the Appalachian barrier and colonization along the Atlantic coast.

Spelling

Geographical terms needed for written work; names of places; words descriptive of conditions, relations, etc.

Penmanship

Geographical material for drill and application if it contains the forms being drilled upon.

Arithmetic

Problems using geographical material and statistics. See Stone-Millis, *Advanced Book*, p. 125, Ex. 17, 18, and 23.

Mathematical geography contains much material that involves arithmetic.

Art

Pictures, post cards, exhibits, posters, charts.

Music

Folk dancing, Victrola music, national airs.

Plays and games

Folk plays, games and pageants.

References on the Teaching of Geography:

Branom, *The Teaching of Geography*, Ginn

Dodge & Kirchwey, *The Teaching of Geography*, Rand

Holtz, *Principles and Methods of Teaching Geography*, Macm.

Smith, *Teaching Geography by Problems*, Doubled.

Lackey, *Studies in the Principles of Geography*, Rand

The Elementary School Journal, Feb. 1923; Oct. 1922; April 1921

Journal of Rural Education, March 1922; Jan. 1922

Normal College Index, Dec. 16, 1921

Course of Study Monograph in Geography for Elementary Schools,
Berkeley Cal.

(Excellent for motivation and the discussion of outcomes. Contains an excellent bibliography).

THE OUTLINE OF THE COURSE OF STUDY

PLAN OF ORGANIZATION

Bearing in mind the following plan of organization of the work in geography should result in more purposeful planning and teaching, and a closer integration of the three divisions of grade geography.

1. Primary geography—environment geography.
Study in connection with reading and language.
2. Intermediate or elementary geography — exploratory geography.
Approached thru human and industrial problems.
3. Advanced geography—continental geography.
Approached thru economic and political problems.

THE PROBLEM AS BASIS OF STUDY

Geographical problems are selected for the organization of the course. That part of the field which is most closely related to Montana and the United States is covered twice. Home geography is divided into man's adjustment to the earth and its physical features in the fourth year, and to home needs and industries in the fifth. The sections of the United States in the fourth and sixth years are taken in the order of their near relations to Montana and the West. The leading nations on each continent are the organizing centers for foreign geography. Small countries receive either regional grouping or treatment in connection with a leading nation near by. Important possessions are studied separately as a part of a continent in the fifth year and together in connection with the home country in the seventh. Problems in *general geography*, such as surface, climate, plants and animals, are studied only in connection with regions or countries where they are of special importance. A summary of the leading geographic facts and product regions at the close of each two year period will help to give clearness and permanency of ideas. Teachers should follow closely the order of procedure and grouping under large heads provided in the course.

In each year of the course teachers will find from ten to fifteen leading problems each followed by a group of subordinate problems and topics. The leading problem is intended as a guide for the teacher but it is often sufficiently simple that it may be

assigned to pupils. After a group of subordinate problems is solved, pupils should be led to summarize their conclusions in a way that will make clear the solution of the leading problem which the teacher has kept in mind. Problems and topics given are suggestive only. Teachers and pupils will discover and use many more. Those given in the outline should serve as a guide to the teacher in selecting and developing meaningful problems for study and solution.

THIRD YEAR

AIMS

1. *To teach children to read for information.*
2. *To help children to get information from pictures.*
3. *To help children to appreciate the interdependence of peoples.*

Reference list for Third Year:

Shepherd, *Geography for Beginners*, Rand

There will be no separate geography period for this grade. The work will be taken up in connection with reading and language. The following is illustrative of the suggested procedure in connection with each of the topics: food, shelter, clothing, and transportation.

LANGUAGE

An oral language lesson may well precede and should serve as a preparation for reading from the geography text suggested for this grade. When the children are ready to take up the study of Shelter, the following topic will furnish fruitful and worth while subjects for oral language work. Questions raised in discussion in language will necessitate reading for information.

Building materials

Perhaps a new house is being built in the neighborhood. Is it going to be made of stone, of brick, of concrete blocks, or of wood? Do you know of any others built of the same material? What was the schoolhouse built of? Your home? Your church? Name some other buildings near by and tell what material they are built of.

Surveys

Children may make a survey of the homes in a certain area to determine the kind of house according to building material most common.

Excursions

The question naturally growing out of such preliminary study would lead to an investigation of the source of the cement, concrete, brick, lumber, and stone. Encourage children to learn local sources of the materials. This will require individual visits or class excursions to the local lumber yard, sawmill, brickyard, concrete block factory, or stone quarry if any of these are avail-

able. Not all of these sources will be available. It will be necessary to read in order to find all the desired information. This furnishes a good motive for using the geography text for this grade as a reader.

READING

An excursion to a brickyard, or a visit to a building project where brick is being laid, together with a discussion based on observation, will raise a great many questions on brick making that can be answered after reading Shepherd's *Geography for Beginners*, pp. 29-33.

Silent reading exercise

The following silent reading exercise may be conducted during the class period, or the questions may be placed upon the blackboard and children requested to find answers during their study period. At any rate, children must be turned back upon their texts to look for the correct answer whenever there is doubt about a given reply. This is one of the best means of developing a critical reading habit which is essential in seeking information from the printed page.

Finding answers to specific questions:

- a. Are most city buildings made of wood?
- b. What other buildings are made of brick?
- c. Find three reasons why it is better to build city buildings of brick.
- d. What are bricks made of?
- e. What is a clay pit?
- f. Are bricks made in the same way today as they were long ago?

Fill in this outline and then answer the question:

Then	Now
Mixing—(by hand)	(by machinery)
Shaping—(In mold size of brick)	(machinery, called cutter)
Number made at one time—(one)	(many)
Drying—	
Baking—	
g. What is red brick?	
h. Look for information on pressed bricks on these points:	
making	color
baking	use
shape	

Homes of other peoples

Following the study of the building of homes in our own country, it would be well to consider the homes of other peoples. Do the Japanese children live in homes whose sides are made of the same materials as ours? The Eskimo? The Indians of the Southwest and of Montana? The Arabians? etc.

For this study there should be available in the library at least one copy of several books designed for this informational type of reading. The following books offer an opportunity to study the homes, lives and customs of the various people thru interesting stories about children of each country, usually a boy and a girl:

Perdue, *Child Life in Other Lands*, Grades III and IV (Children of Indians of Southwest, Eskimo, Norway, Holland, Germany, Italy, Greece, Japan, China, America). Rand

*Perkins, *The Dutch Twins*, Grade III, Houghton

*Perkins, *Eskimo Twins*, Grades II and III, Houghton

Tolman & Carroll, *Around the World, Book I*, Grades I and II (Eskimos, Arabs, Indians, Dutch, Chinese, Japanese). Silver

Tolman & Carroll, *Around the World, Book II*, Grades II and III (Russia, India, Egypt, Japan). Silver

*Tolman & Carroll, *Around the World, Book III*, Grades III and IV (Alaska, Cuba, Hawaiian Islands, Lapland, Mexico, Norway, Philippine Islands, Porto Rico, Sweden, Switzerland). Silver

*Andrews, *The Seven Little Sisters*, Grades III and IV (Gives vivid impression of the shape of the earth, of the distribution of nations over it, and of the essential brotherhood of man. Arabia, China, Eskimos, Germany, Switzerland). Ginn

*Andrews, *Each and All. The Seven Little Sisters Prove Their Sisterhood*, Grades III and IV (Children of different nationalities in this book. Stories about them convey information about homes, customs and peculiarities of people). Ginn

*Chance, *Little Folks of Many Lands*, Grades II and III (Deals with race types. Glimpses of home life, folk lore, hearth stone stories. Africa, Arabia, Eskimos, Holland, Indians, Japan, Philippine Islands). Ginn

*Specially recommended

INDUSTRIAL ARTS

Industrial arts work may be correlated with the study of the question how homes are built. The following activities are suggested:

1. Class may plan, make and furnish a house. Two orange crates stood on end make a good basis.
 - (a) Boys make furniture
 - (b) Girls make furnishings and hangings
 - (c) Both design paper for walls and ceilings and coverings for the kitchen and bathroom floors
2. Class may make models of the homes of other lands that differ vitally from ours in point of construction, materials, etc.
 - (a) Indian wigwam of skins, rugs, blanket furniture; drying rabbit skin or mole skin; Indian designs on blankets, pottery, etc.
 - (b) Eskimo house
 - (c) Japanese house
 - (d) Arabian tent, black
 - (e) Grass house of Philippine Islands

The other three topics; namely, food, clothing and transportation, may be treated in a similar manner.

References for the Teacher:

Kendall & Mirick, *How to Teach the Fundamental Subjects*, Houghton
Bonser & Mossman, *Industrial Arts for Elementary Schools*, Macm.
Bonser, *The Elementary School Curriculum*, Macm.

FOURTH YEAR

(Even years, 1926-27, 1928-29, etc., in one-teacher school using the plan of alternation)

AIMS

1. *To help children in organizing and extending their geographic knowledge of the home region.*
2. *To develop their ability to express geographic ideas by means of words and materials.*
3. *To teach them to use a globe and maps intelligently.*
4. *To develop a feeling of need for an abundance of books and reference materials.*
5. *To develop children's ability to collect and organize data bearing on problems of North America and the United States.*
6. *To make "place geography" meaningful.*
7. *To help children to appreciate the interdependence of peoples.*
8. *To establish a love for geography thru right approaches.*
9. *To teach the use of the geography text as a tool.*

GENERAL SUGGESTIONS

1. First lessons

The first lessons in geography in the fourth year should be informal discussions of the chief needs of man; food, clothing, and shelter, and the activities closely related to them. These discussions should be based on a review of the geographic material in the language course of study for primary grades which considers the food, clothing, and shelter of primitive peoples and of the local community. In the fourth year the conditions that make it possible for these needs to be supplied in home regions, or nearby places, as well as those in far-away places should be studied.

2. Means of minimizing difficulties attendant upon teaching fourth grade geography:

- a. Conduct separate class for fourth grade if it seems desirable.
- b. Use part of daily class period for intensive silent reading of text. This is very essential.
- c. Use the supplementary text the first part of the year, as it is probably simpler than the basal. Then use basal.
- d. See that an abundance of the references suggested in the course of study for fourth grade are in library. Use them and have children use them.

INTRODUCTION TO THE TEXTBOOK

The child's fourth year geography work marks his first formal introduction to the so-called information subjects. It is essential that the teacher take active steps at once in teaching him how to study his text. Daily silent reading exercises should be given during a part of every class period in geography.

The textbook is a *tool* and only one source of information. Have pupils begin it in the right way. Do not have them read it page for page. Train them early to use intelligently table of contents, index, marginal headings, maps, pictures, appendix. Pupils should become constant users of all geographic materials found in books, magazines, papers, fields, streams, and homes. The *right habit of study* should be cultivated from the beginning.

Teachers must build upon the limited experiences of children of this age and give them opportunity to solve the suggested problems as far as possible for themselves.

Reference List for Fourth and Fifth Years:

McMurry and Parkins, *Elementary Geography* (Basal textbook)

Barrows, *Journeys in Distant Lands* (Supplementary textbook)

Andrews, *Seven Little Sisters*, Ginn

*Carpenter, *Geographical Readers* (new), Am. Bk.

North America (new)

South America (new)

Asia (new)

Africa

Australia, Our Colonies and Islands of the Sea

Carpenter, *Around the World With the Children*, Am. Bk.

Carroll, *Around the World, Book III* (several countries), *Around the World: United States Book IV. Around the World: British Empire, Book V.* Silver

*Chamberlain, *Geographical Readers*: Macm.

How We Are Clothed

How We Are Fed

How We Are Sheltered

How We Travel

Chance, *Little Folks of Many Lands*, Ginn

Dodge, *Hans Brinker, or the Silver Skates* (Holland), Ginn

Fairbanks, *Home Geography for Primary Grades*, Ed. Pub.

*Shepherd, *Geography for Beginners*, Rand

George, *Little Journey Series*: Flan.

Alaska and Canada

Balkans, European Turkey and Greece

China and Japan

*Specially recommended

Cuba and Porto Rico

England and Wales

France and Switzerland

Hawaii and the Philippines

Holland, Belgium and Denmark

Italy, Spain and Portugal

James, *Our Western Wonderland*, Flan.

James, *Strange Places and People* (New Mexico and Arizona), Flan.

Mexico and Central America

Norway and Sweden

Russia and Austria-Hungary

Scotland and Ireland

Germany

England and Wales

Arabia

Children of Other Lands: Lothrop

Ambrose, *When I was a Girl in Italy*

DeGroot, *When I was a Girl in Holland*

Demetrius, *When I was a Boy in Greece*

Jonckheere, *When I was a Boy in Belgium*

Kaleel, *When I was a Boy in Palestine*

Phon Lee, *When I was a Boy in China*

Mokrievitch, *When I was a Boy in Russia*

Sakae Shioya, *When I was a Boy in Japan*

Our Little Cousins: Page

Our Little Swedish Cousins

Our Little Chinese Cousins

Our Little Canadian Cousins

Our Little Dutch Cousins

Our Little English Cousins

Our Little French Cousins

Our Little Grecian Cousins

Our Little Arabian Cousins

Our Little African Cousins

Our Little Armenian Cousins

Our Little Hawaiian Cousins

Our Little Italian Cousins

Our Little Japanese Cousins

Our Little Norwegian Cousins

Our Little Philippine Cousins

Our Little Porto Rican Cousins

Our Little Swiss Cousins, and others of this series.

Peeps at Many Lands: Macm.

Norway and Denmark

France and Alsace-Lorraine

Italy and Greece

Scotland and Iceland

China and Japan

Perkins: Houghton

The French Twins

The Japanese Twins

The Dutch Twins, and others of this series.

McDonald & Dalrymple, Little People Everywhere Series: Little B.

Colette in France

Ume San in Japan

Hassan in Egypt

Chandra in India

Boris in Russia

Rafael in Italy

Kathleen in Ireland

Fritz in Germany

Gerda in Sweden

Donald in Scotland

Marta in Holland

Betty in Canada

Josefa in Spain

Shaw, *Big People and Little People of Other Lands*, Am. Bk.

Shillig, *The Four Wonders* (cotton, wool, linen, silk), Rand

Spyri, *Heidi*; *Moni, the Goat Boy*. (Swiss), Crowell

Youth's Companion Series: Ginn

Northern Europe

Toward the Rising Sun

The Wide World

Under Sunny Skies

Strange Lands Near Home

*Smith, *Human Geography, Book One, People and Countries*, Winston

SUGGESTIVE PROBLEMS

1. Home Region. What use do we make of land, water, and atmosphere?

a. Land forms. Why are our homes built where they are? Describe hilltop scenes. Stories of forms observed. Local forms to list and locate. Best place for coasting, games, roads, homes, cities. How land forms affect layout of farms. Landscape beauty. How land forms influence men. Uses people make of land.

b. Soil making. Why do farmers not plow all their land. Collect samples of soils and compare. How formed. Relation of soils to value of farm lands and crops; to community welfare.

c. Water forms. Why do men build homes where they can get water? Local forms to list, locate, observe, describe. Take field trips. Uses of each form: soil moisture, fishing, hunting, boating, watering stock. Their relation to growth of vegetation; crop yields; location of roads, homes, cities; community welfare. Uses made of water forms.

*Specially recommended

d. Running water. *How do we know there are streams of water under the ground as well as on the surface of the ground?* Observe changes streams produce on land forms. Uses of streams: flood plains and soil fertility, drainage, fertilization, irrigation, water power. Dangerous streams.

e. The atmosphere. *How do people protect themselves from the changes in air and weather?* Is air felt, seen, ever still? Effect of changing temperature: daily, seasonal, up steep slopes, in deep mines. Winds: usual direction, dangers, causes, value to man. Formation and effect of vapor, dew, fog, mist, rain, hail, snow, frost, clouds. How we adapt ourselves to frequent and sudden weather changes. Uses of air to man, birds, plants. Pupils should keep a weather record which indicates weather changes in regard to temperature, wind, direction, state of sky, and rainfall.

f. *Upon which of these—land, water, or air—do we depend most? Why?*

References:

- McMurry and Parkins, *Elementary Geography*, pp. 1-16
 Fairbanks, *Home Geography for Primary Grades*, Ed. Pub.
 Local surface features, climate, etc.

2. Maps and Globe. How can we make a picture of the world for ourselves?

a. Maps. *How can we picture our school yard or home community on paper?* Draw maps showing direction of roads to homes. Make maps of school room, school yard, home yard with location of house and barn. Make the relation between a picture and a map of the same region clear to children. Maps should frequently be drawn on large sheets of wrapping paper and hung on the north wall of the school room so that the points of the compass and the locations on the map may be easily reconciled to one another. For the same reason when drawing their first maps and when studying their first maps in books children should face the north. This is important in giving children a clear sense of direction. Teach pupils how to read a map. Study map symbols: colors, shades of color, dots, lines, drawing to scale.

b. Globe. *How do we know that the earth is round?* How men learned of the earth's size, shape, and daily motions. Rotation. Why do we not fly away into space? Illustrate meaning of axis and poles with an orange and hatpin. Finally study the globe: a suspended one, if possible. Locate the poles and points of the compass.

References:

- McMurray and Parkins, *Elementary Geography*, pp. 32-35
 Andrews, *Seven Little Sisters*, "The Ball Itself". Ginn

3. Related World. What use do people in other parts of the world make of land, water, and climate?

a. Land. *Where is most of the land on the globe?* Is there more land or water? What are the five great masses of land called? Shape.

relative location, and size of continents. Compare larger surface features. Explain geographical terms as the feeling of need for a larger vocabulary arises. Clear, accurate conceptions of forms not in the home region secured thru the use of relief maps, pictures, sketches, models, and related forms known to children. On a world map locate the home region and scenes of familiar stories: Eskimo home, Holland stories, etc. Discover the relation of distribution of population and of industries of land forms.

b. Water. *What oceans are of greatest importance to us? Why?* General shape, relative location, and size of oceans. Kinds of shore forms (land and water) listed and made clear thru comparisons, pictures, drawings, locations on maps, models. Large river systems and lakes located on maps, seen in pictures, sketched. Relation of trade and industrial centers to these forms. Conception of ocean developed. Stories of use made of oceans: voyages, sea food. Oceanic islands and coral formations.

c. Climate. *Why is our climate so different from that of the land of the Eskimos or of the black people?* What do differences in temperature north and south, and height of land have to do with numbers and kinds of plants and animals? Why do so many people live in the temperate zones? Why warm at equator and cold at poles. Zones named, located. Drawings made. Compare daily changes in slant of sun's rays at home with yearly changes in slant of rays on earth's surface. Touch causes of seasonal changes but lightly. World's wind belts. Winds and moisture, storm clouds, rainfall. Story of a drop of water returning to the ocean. What season are the people in the southern part of South America having now?

References:

- McMurry and Parkins, *Elementary Geography*, pp. 35-54
 Andrews, *Seven Little Sisters*, Ginn
 Carpenter, *Around the World With the Children*, Am. Bk.
 Shaw, *Big People and Little People of Other Lands*, Am. Bk.
 Youth's Companion Series: *The Wide World*, Ginn

4. North America. Where have the peoples of North America come from?

a. What languages are spoken in different parts? Why? How do the customs of these peoples differ? Name principal divisions of North America and sketch them on a drawing of the continent. Locate on globe.

b. Development. *What is the effect of local geographic conditions upon life and occupations.* Find a few large cities, rivers, mountain ranges, lakes. Locate on maps and globe. Find various climatic regions and account for them. Discover various surface features and explain their relation to climate and to population. Trace river systems and explain their relation to climate and products. Is Montana favorably located on the continent? Reasons for answer. Use scale in measuring distances. Time it takes to go to large centers such as New York. Observe effect of local geographic conditions upon life and

occupations. Utilize this experience of children in explaining conditions in *other* places. Develop the idea thru a succession of vivid mental pictures of typical scenes such as a dairy farm, an orange grove, a shoe factory, a lumber camp, etc.

References:

McMurry and Parkins. *Elementary Geography*, pp. 55-66

Carpenter, *North America*, Chap. I, Am. Bk.

Carroll, *Around the World*, Book IV, Silver

George, *Little Journeys to Alaska and Canada*, Flan.

George, *Little Journeys to Mexico and Central America*, Flan.
107-134, Ginn

Youth's Companion Series: *Strange Lands Near Home*, p. 1-43,
Ginn

5. The United States. Why is our country one of the great nations of the world today?

a. Comparisons. Why do we have such great differences in climate in the United States? Relative position on the continent. Compare with other American countries as to size, population, climate, education, and industries of the people.

b. Growth. What conditions have brought about the growth of our country? Trace the growth of the United States from the thirteen states to the present. Geographic factors as causes of growth. Soil, temperature, rainfall, relief, mineral deposits, natural resources, nearness to Europe, harbors. Our free land, free government, free education, immigration.

c. Map. Is Montana's location favorable or unfavorable? Pupils should be able to draw the outline of the United States and locate the minimum essentials as given in the list. A dissected map of the United States, such as might be cut from stiff cardboard, is useful in teaching shapes and location of states.

References:

McMurry and Parkins. *Elementary Geography*, pp. 55-66

Current Events

Magazines

Government bulletins

6. Western States. Why do people come west in great numbers?

a. Population. Compare the population of New York City with that of the western states. Account of sparsely populated areas in the West.

b. Mining. Why is mining the leading industry in the western states? The early attractions the West had to offer. Kinds of minerals, quantities, producing states, methods used. Visit to a mine. Mining centers. Montana's part. Why so many people are engaged in mining.

c. Farming. Why has farming replaced mining in its power to attract immigrants? Why carried on extensively. Crops, crop yields.

favorable and unfavorable conditions. Need for irrigation. Locate irrigated sections. Why fruits can be grown to advantage. Give varieties, locate regions, care of fruit, transportation. Account for big trees in California.

d. Manufacturing. *Why should it be slow in developing?* Reasons why manufacturing will likely increase rapidly. Where most rapidly?

e. Cities. *Account for the growth of large cities.* Advantages offered progressive people.

f. Attractions. *Why do so many tourists visit the West?* Attractions for fishermen, hunters, explorers, artists, scientists, mountain climbers, lovers of outdoor life. Health resorts. Scenes in our national parks: canyons, forests, lakes, geysers, glaciers, flowers, evening skies. Claim the West has to the title, "Wonderland of the World." Use pictures.

References:

McMurry and Parkins, *Elementary Geography*, pp. 120-142.

Carroll, *Around the World, Book IV*, Silver

Carpenter, *North America*, pp. 259-335, Am. Bk.

James, *Our Western Wonderland*, Flan.

James, *Strange Peoples and Places*, Flan.

National Park Bulletins (See reference list)

Montana Farm Review, Vol. I and II, Dept. Pub.

Montana, 1926 (or last edition), Dept. Pub.

7. North Central States. Why is this region called the "Breadbasket of the World"?

a. Relations. *Are we in Montana dependent upon this region for any of our supplies?* An imaginary automobile ride thru the states to observe what people are doing; how favorable the natural environment is; as, surface, soil, climate, fuel deposits, raw materials; how the Great Lakes have helped to develop the region.

b. Farming. *Why are wheat and corn raised so extensively?* Why are so many great meat packing centers found here? Study the important agricultural products, including live stock and fruits.

c. Mining. *Why is it profitable?* Kinds of mines, location, productiveness.

d. Manufacturing. *Why is there little water power in this section as compared with the West?* Why is manufacturing carried on so extensively in the North Central States, east of the Mississippi? Kinds of manufacturing plants.

e. Markets. *How and where are the abundant harvests marketed?* Trade facilities. Nearness to markets. Account for the growth of several large cities.

References:

McMurry and Parkins, *Elementary Geography*, pp. 84-101

Carpenter, *North America*, pp. 172-212, 245-259, etc., Am. Bk.

Carroll, *Around the World, Book IV*, Silver

8. Northeastern States. Why have people crowded together in such a small section of our country?

a. Relations. *What things do these states furnish us and what do these states need from other sections?* Goods brought from this section: *as, woolens, cotton goods, shoes, watches, cutlery, etc.* An imaginary trip by rail and water to visit eastern industries. Physical features and shore forms observed on the way.

b. Food. *Can the northwestern states feed themselves?* Locate large farm areas. Why in scattered sections. Their relation to population, nearness to markets, products. Study important farm products. Why certain kinds of fruit are grown here. Why fishing is a more important industry in New England than in the other coast states.

c. Mining. *Do northeastern states mine any substances not found in states studied before?* *What?* Why so many people are engaged in mining. Pennsylvania's rank. Where New England gets fuel. Transportation difficulties. Relation of mining to population.

d. Manufacturing. *Why is this the greatest manufacturing center in the United States?* Relation to population. Source of raw materials.

e. Cities. *Why are there so many large cities?* Compare population of Buffalo with Montana; area of the nine states with Montana. Why Greater New York is the world's largest city: Pittsburgh, the largest iron and steel center. Where cities get food stuffs such as flour, meat, fruit, potatoes, dairy products, eggs, vegetables. Montana's contribution.

References:

McMurry and Parkins, *Elementary Geography*, pp. 66-83.

Carpenter, *North America*, pp. 71-107, Am. Bk.

Carroll, *Around the World, Book IV*, Silver

9. Southern States. Why has the South made such rapid progress within recent years?

a. Relation. *What differences from the northeastern states do we find in population, soil, climate, occupations and products of the South?* Imaginary airship ride, visiting places of interest in the "Sunny South." Why so many new occupations are found here. How plantation life differs from ranch or farm in the central North. How dependent New England is upon the region. How dependent the South is upon New England. Why farming should not be the only industry in the South, if that region is to develop rapidly.

b. Farming. *Why does cotton raising lead all other industries?* How grown, where best grown, appearance of plant, marketing the crop, shipping points. Effect of home manufacture upon production. Recent development in diversified farming due to wearing out of the soil. Value of lesser crops to other sections of the United States: cane sugar and syrup, rice, tobacco, semi-tropical fruits, lumber, spring vegetables, grains, livestock.

c. Population. *What have been the causes of growth of commercial centers; industrial centers?* Compare population of New Orleans

with Montana; area of Texas with Montana, and with the total area of the New England States, Middle Atlantic States, and Ohio. (Appendix.) Importance of this comparison.

References:

- McMurry and Parkins, *Elementary Geography*, pp. 101-120
 Carpenter, *North America*, pp. 107-164, Am. Bk.
 Carroll, *Around the World, Book IV*, Silver

10. Our Possessions. In which of our possessions have the natives made the greatest progress during the present century?

a. Relative location; relative distance of each from our country. Why the people in each possession live as they do. Their manners and customs. The work they do and the products we receive from them. Important cities.

b. Alaska. *Why have so many people gone to Alaska?* Effect of climate upon industries. How people dress. Reindeer farms. Gold mines. Fisheries. Why Alaska has been worth its purchase price.

c. Hawaiian Islands. How we secured them. How Hawaiians live. Products sent to our country. Intelligence of the natives.

d. Philippine Islands. How secured. Kinds of people. Effect of climate upon the work and intelligence of the natives. A Philippine home described. Progress since 1900.

e. Porto Rico and other less important islands.

f. Panama Canal Zone. Story of the building of the canal. Uses of "locks" and how they work. Cost in life and money. How the Zone was made free from malaria. Value of the canal to our country and to other nations. Canal and lock system molded in sand and clay.

References:

- McMurry and Parkins, *Elementary Geography*, pp. 143-149
 Carpenter, *North America*, pp. 400-406, Am. Bk.
 Chance, *Little Folks of Many Lands; The Filipino Girl*, p. 83, Ginn
 Carroll, *Around the World, Book III: Alaska, Cuba, Porto Rico, Philippines, Hawaii*, Silver
 George, *Little Journeys to Hawaii and the Philippines*, Flan.
 George, *Little Journeys to Cuba and Porto Rico*, Flan.

11. Our Country by Comparisons. Where did all our great wealth originate?

Important comparative facts and questions found in the reading of Part II, Chapter VII. Intelligent reading of map figures, taking note of Montana's rank in each case.

References:

- McMurry and Parkins, *Elementary Geography*, pp. 149-156.

FIFTH YEAR

(Odd years, 1927-28, etc., in one-teacher schools using the plan of alternation.)

AIMS

1. To develop ability to collect and organize material for definite problems on home industries, our American neighbors, and the related world.
2. To see something of the interrelation and interdependence of nations thru the study of industries, products, and trade routes.
3. To develop ability in the use of concrete materials and facility in oral and written expression as natural results of good teaching.

Reference List for Fifth Grade.

See list at beginning of fourth year geography course of study.

GENERAL SUGGESTIONS

To make each year's teaching effective, teachers should be familiar with the outlines of each of the other years: fourth, sixth, seventh. Constant use should be made of the general suggestions. Suggestions on the introduction of the textbook and reference list apply to fifth year as well as to fourth year work.

SUGGESTIVE PROBLEMS

1. Home Industries. **How do the people in the home community make a living for themselves and others?**

a. Occupations. *Why do the people in the neighborhood do the work they do?* How home needs for food, clothing, and shelter are met. Work of each member of the home and of the community. Why boys and girls are urged to join agricultural clubs. Relation of occupations to prosperity and a satisfied people.

b. Foods. *How do the people supply nourishing food for themselves and others?* Study seed bed preparation, cultivation, harvesting, storing, and marketing in the locality. Climate and soil needed. Home products: kinds and value. Perishable crops and their care. Livestock: kinds, feeding, care of, value. The roundup. Have exhibits of products and if possible a school fair.

c. Clothing. *How is comfortable clothing provided for all the people?* Our native raw materials. How made into clothing? Where? By whom? In making woolen garments: sorting, washing or scouring, blending, carding, spinning, weaving, cutting, fitting, sewing, pressing, in making lineus: rippling, retting, breaking or scutching, grading, roughing and hackling, spreading, carding, etc. (See *Kimme & Cooley, Clothing and Health*, pp. 191-195, 218-223.) Mount on posters or charts samples of textiles raised in Montana and pictures of manufac-

turing processes. Let children go thru the process of making thread from flax, or yarn from wool. Proper care of clothing. Factory exhibits. Correlate with hygiene curriculum.

d. Shelter. *How does each family provide comfortable shelter?* Collect samples of local building materials. How houses and barns are built. By whom. Making lumber and furniture for home use. Exhibits of samples of wood and lumber.

e. Trade. *What is done with the home products which the people do not use themselves?* Sale and marketing of home surplus products. Trace carloads to their destination. Needs of other people supplied thru them. Local community.

References:

- McMurry and Parkins, *Elementary Geography*, pp. 1-3, 16-27
 Chamberlain, *Chapters from Industrial Readers*, Macm.
 Shillig, *The Four Wonders* (wool, flax), Rand

2. Maps and Globe. **Same as Problem 2, Fourth Year outline.** Make use of general suggestions bearing upon this problem. The foundation for interpreting maps and globe is laid here. The use of this problem in both years stresses the importance of making maps meaningful and of giving children the ability to use them intelligently from the first.

References

Same as for fourth year

3. World Industries. **How do the people in other regions help to make a living for themselves and others?**

a. Type regions. *How do people live in other places?* Home life and industries among the Eskimos, in Holland, in Central Africa, among the Japanese, among the Indians, in an American city, etc. Contrast colonial life with life today; city life with country life. Ask such questions as, what people get from Butte, from some city or state in the middle west and east, etc., and what they send to New York and other places. This will introduce children to the world of industries, the interdependence of regions, and the wide interchange of commodities.

b. Food. *From what places does the food which we buy at the grocery stores come?* World's typical food regions; as, the world's big corn patch, areas for wheat and other grains, rice, sugar cane, orchard fruits, small fruits, tropical and semi-tropical fruits, nuts, spices. Story of a loaf of bread. (Bulletins, International Harvester Co. See References.) Domestic animals, dairy products, meat supply, fish and game. Beverages. Salt. Locate typical regions for important commercial products. Food products in the community brought from a distance. *Why they can not be grown in Montana.* Local limitations: location, surface, soil, climate. To what extent the world today is dependent on the American farmer. What boys and girls can do. Importance of right methods in such work.

c. Clothing. *Where is the material secured from which our clothing is made?* Cotton, flax, hemp, wool, silk, leather, furs, dyes, straw, feathers, rubbers, buttons, etc. Why so many of these are not found in the home locality. How raw materials are produced and transformed in our factories and workshops into the garments and dry goods sold in our stores. Distinction between raw materials and manufactured articles. Conditions which permit of their production. Why some are not produced in Montana. Contrast present production of clothing with that of colonial times: kinds of clothing, time required in making, methods employed, etc. Study looms such as the hand loom, power loom, Jacquard loom. (Kinne & Cooley, *Clothing and Health*, pp. 65-77) Mount on charts or posters various kinds of textiles and pictures or drawings of looms. Make poster to show clothing of different peoples living in various regions of the world.

d. Shelter. *Why do building materials, used in our homes, come from so many places?* What articles are used for buildings in the home locality? Study their source, importance, and use in construction work. How homes are adapted to climate and needs of people; steep roofs where there is much rain, as in Holland and Belgium; over-hanging roofs with rocks on roofs in Switzerland; houses with courts in Spain, Mexico and southern California, etc. What needed building materials are not found in the locality. How furniture and rugs are supplied. Collect pictures of homes in different lands.

e. Trade. *How we are supplied with all the food, clothing, and shelter that we need?* To what extent they are supplied by the home? Where and how other things are secured. Direction and distance from the region supplying these needs. Means of transportation. Need for good country roads. Manufactured articles brought from other places. Factory and farm scenes collected and studied. Collect and write for exhibit materials. (See bulletin: *Materials on Geography*. Reference list.)

References:

- McMurry and Parkins, *Elementary Geography*, pp. 1-3, 16-27
 Supplementary Geography Readers in Reference List
 Carpenter, *Around the World with the Children* (Selected chapters), Am. Bk.
 Chamberlain, *Industrial Readers* (selected chapters), Macm.
 Shillig, *The Four Wonders* (cotton, wool, linen, silk) Rand
 Shepherd, *Geography for Beginners*, Rand

4. Our North American Neighbors. What do each of these countries and the United States have to send each other?

a. Canada. *What kind of country and places of interest would one find in traveling by rail from Vancouver east?* City life in Vancouver, fruit regions, Canadian Rockies, western prairies, country scenes, industries, products, sports, pastimes. Side trips to the fur lands. Stories of Eskimo homes, Indian villages, and French fur traders. Natural phenomena, making life and industries possible. Comparative

area and population. Source of population. Exchanges in products with the United States. Value of the banks of Newfoundland to New England fishermen.

b. Mexico. *How do living conditions of Mexico compare with those of Canada?* Account for the great variety of products, the undeveloped condition of mines and factories, primitive modes of life and old-fashioned farming and mining methods. Influence of climate, few harbors, absence of rivers, lack of education, presence of savage Indians and outlaws. Why so few large cities. Exchanges with the United States.

c. Central American Republics and the West Indies. *Why have some of these countries so much and others so little to offer progressive people?* Compare climate, surface, resources, and character of the people with Mexico. Effect of climate on occupations and thrift. Commercial products imported. Our relations with Cuba and Panama. American influence in changing health conditions in Cuba and Panama.

References:

McMurry and Parkins, *Elementary Geography*, pp. 156-173

Carpenter, *North America* (new), Am. Bk.

George, *Little Journeys to Alaska and Canada*, Flan.

Little Journeys to Mexico and Central America

Little Journeys to Cuba and Porto Rico

Youth's Companion Series: *Strange Lands Near Home* (selected chapters), Ginn

5. Europe. In which country in Europe would you rather live? Why?

a. Population. *How is it possible for so many people to live in Europe?* Europe the home of many nations and languages. Compare area, location, and density of population with those of our country. How Belgium, before the war, could support many more people to the square mile than Montana; than Rhode Island. Make other comparisons. How relief, boundaries of countries, climate, irregular coast lines, and natural resources help to explain density of population. What part of Europe is the same distance from the North Pole as Montana is? Gulf Stream and its effect on Europe. Where people have gone when too crowded.

b. Relations. *How are we related to the people of Europe?* Europe, the home of ancient peoples and of our ancestors. Comparison of the way people lived when our forefathers came to America with the way people lived before the World War and the way they live now. Why Europeans came to America: Columbus, the Spanish, French, and English; people from other nations and in more recent times. Immigrants who have taught us thrift, intensive agriculture, music, art. Those who have brot low ideals: ignorance, anarchy, contempt for our government. Duty of immigrants to learn to speak and read our language and become naturalized. Plants and animals brot from Europe. Commercial products exchanged. Our relation shown in the war for human freedom and justice to all peoples.

Note: Draw Europe, using outline or pattern maps. Locate the larger countries and a few cities, mountains and rivers, not omitting those heard of in the World War. Use color to show relative density of population of countries. Practice in rapid outline sketching. Begin to collect postcards, pictures, costumes, etc. to use in the study of Europe.

c. The British Isles. *What conditions have helped the people of the British Isles to become strong and powerful?*

(1) How natural conditions and surroundings have helped. Area, population, customs, manner of dress, methods of farming, home life and industries compared with Montana and the United States. Account for the mild, healthful climate.

(2) Great Britain. *Why is manufacturing so important and agriculture so unimportant in Great Britain?* Compare with Ireland. Pastures in England. Scotch and Welsh homes among mountains and native trees. How Scotch customs and dialect differ from those of England. England connected with King Arthur stories.

(3) Ireland. *Why is it called the Emerald Isle?* Peat beds, flax fields, thatched roof houses. Why Ireland has not been so prosperous as Great Britain.

(4) Scenery. *What places would you wish to see while visiting the British Isles?* Cathedrals, abbeys, heather, lakes, country homes, not omitting those made famous by Burns, Scott and other writers. Correlate with a poem by Burns, a Scotch song such as *Annie Laurie*, and Robert Louis Stevenson's verses.

(5) Relations. *How has England's location helped to make her a great nation?* Surrounding waters. Nearness to Germany, France, the East, America. Many people engaged in commerce. Why so many came to America during colonial days and since. England's part in the World War. Sacrifices and bravery of her people. German air raids. Help received from English colonies and English speaking countries.

Note: Construction work: such as, dressing a doll in "kiltie," building a highland cottage, making scenes on the sand table.

d. Germany. *What conditions in Germany make it possible for her to become a great manufacturing and commercial nation?*

(1) How Germany takes care of her large population. Density of population. How the climate favors agriculture. Difficulties in carrying on agriculture. Other industries.

(2) Why Germany has been able to develop her manufacturing and commerce. Conditions favorable to manufacturing. Compare Germany with the northeastern states. Advantages for transportation. Relations with neighboring countries. Importance of the Rhine River.

(3) How nature has helped Germany. Location, surface, climate, soils, minerals, forests, and waterways.

(4) The World War and its effect on Germany. Her militaristic policy before the war. The story of *Beowulf*. Contrast the life of the

war lords, Junkers, and soldiers with that of simple peasant people such as the wood carvers of Bavaria. Her commercial ambitions before the war. Plans to secure "control of the world."

e. The French Republic. *Why are Americans so deeply interested in France?* Stories of rural France. (Little Journeys to France, pp. 76-98) Scenes of home and farm life. Study the *Angelus*, the *Gleaners*, *Song of the Lark*, and other pictures. Correlate story of Joan d'Arc. Farm products. Why farms are small. Former beauty of France. Places of interest in Paris which our soldiers may have visited. Industries and thrift of the people. Beautiful manufactured articles. How conditions have changed. Our admiration for the bravery and sacrifices of the French. Our debt to France. Part Lafayette and the French nation played in securing our freedom.

f. Italy. *Why are more than half of the people farmers in this land of olives, figs, and macaroni?* Account for milder climate than Montana and states south of us; greater rainfall than Spain. Outdoor life of the people. Richness of soil with reason. Importance of the Po valley. Scenes in orange and lemon groves, olive orchards, macaroni factories. Changes in scenes from southern to northern Italy. Reasons for poverty of the people. Correlate with history stories of Romulus and Cincinnatus. Collect pictures and tell stories of places of historic interest: Forum, Pompeii, Vesuvius, Coliseum, historic cities, art galleries, and galley ships. Pictures of Italians defending their country against the countries of the Danube and Germany in the high mountain passes.

g. The countries of the Danube. Czecho-Slovakia, Austria, Hungary, Jugo-Slavia. Why are there so many independent countries in this region? How these countries were settled. The effect of the World War upon their boundaries. Trace the boundaries of each country on the map. Means of communication between them. How Czecho-Slovakia ranks among the small countries of Europe. How Austria and Hungary were affected by the World War. A railroad trip thru these countries. Characteristic physical features.

h. Russia. *Why Russia, which is nine times as large as Germany, should not be a stronger country.* Russia, long a "land of silence". A harsh, cruel government with the peasants treated like slaves. Correlate with stories of Peter the Great. The right to be free and own land granted. A republic formed. Illiteracy of the people. Chaos resulted when people were left to govern themselves. Who are the Bolsheviki? How the people live. Scenes in rural Russia. Suffering among the peasants on account of the war. Effect of physical features upon development. Great industries, important products, trade difficulties with other countries. Advantages and disadvantages of carrying on commerce within Russia from Leningrad (Petrograd) and Odessa.

i. The Lesser Powers. *What influence has the World War had upon the people in the lesser powers of Europe?*

(1) What conditions have led the people of the Scandinavian countries to be seafarers? Why do the occupations of southern Sweden differ from those of other sections of the peninsula?

- (2) Why should the people of Denmark engage intensively in agriculture?
- (3) What makes Holland the dairy farm of Great Britain?
- (4) In what way is Belgium fitted to be the most populous country in Europe? Why has it been called Europe's workshop?
- (5) Spain. What has the land which introduced irrigation into America offered to progressive people? (Attention to Portugal here)
- (6) Why should the Swiss people be so devoted to their native country? Why is Switzerland the "playground of all nations but the workshop of the Swiss"?
- (7) Why have the Balkan countries remained so undeveloped? The cruelty of the Turks. Why do people like to go to Greece?

References:

McMurry and Parkins, *Elementary Geography*, pp. 194-255
 Andrews, *Seven Little Sisters, The Mountain Maiden*, Ginn
 Carroll, *Around the World, Book III, Norway, Sweden, Switzerland, Silver*

Chance, *Little Folks of Many Lands, Holland*, p. 37, Ginn
 Geographical Readers for the several nations selected from

Little Journey Series, Flan.

Little People Everywhere Series, Little

Peeps at Many Lands, Macm.

Little Cousin Series, Page

Shaw, *Big People and Little People of Other Lands*, pp. 53, 70-91, Am. Bk.

Youth's Companion Series: *Northern Europe*, Ginn

6. South America. What parts of South America are most like our own country?

a. Population. *Why are there not nearly so many people in South America as in North America, when it has been longer known?* General resemblance of the continent to ours. Use of outlines for making comparisons and contrasts. Why such extremes of climate and rainfall. Effect on immigration. How extremes in high and low lands and a regular coastline influence immigration. Origin of the population. How the Incas differed from other Indians. Where the Spanish and other Europeans make their homes. Why they prefer such places. Why the central portions are not settled more by white people. Effect of the great abundance and variety of plants and animals upon population. How geographic conditions do not favor population as in North America. (See general suggestions on pictures, modeling, and assignments). Train children to collect materials and to use them in gathering and organizing data.

b. Southern Republics. *In what way is Argentina much like our country?* Surface features, climate, rainfall, and large river in southern South America. Comparisons with the United States. Ranch life on the pampas compared with that in Montana. Farm crops and livestock

raised. Typical scenes in rural districts. Chile as compared with California in climate, industries and products. Comparison of Uruguay and Paraguay with Argentina. Thriving seaports and the products sent from them to our country.

c. The Eastern Republic, Brazil. *From what kind of country do we get our coffee?* Many soils and climates. How general the heavy rainfall is. Beauty and variety of plant life. Many varieties of birds, reptiles, and wild animals in the selvas. In what ways the Amazon is like the Mississippi. Value of diamonds and other minerals. How the people live. Their occupations. What Europeans are found here. The Germans in the southern part. Why the Portuguese language is spoken so largely. The coffee port and other cities. The part of the country that is most like our own.

d. Tropical Republics. *What parts of North America are these countries most like? Why?* Comparison as to surface features, coastlines, and climate. The treeless llanos. Coast climate compared with mountain climate. Where Europeans settled. Why? The natives and their industry. Story of the Incas. Simon Bolivar and his great work. How the people supply themselves with food, clothing, and shelter. How the Panama Canal will help these countries west of the Andes. Story of the building of the canal. (See Allen's *South America*, Chap. XIX) A model of the canal in sand or clay. Where the important cities are located. Why?

e. Trade. *What products of South America does our country need most?* Seaports to which our ships must go. Products which have been shipped away. Why most of them went to Europe. To what extent more of them are being sent to our country. Why? What use the people make of our manufactured products such as farm implements. How the war and the Panama canal have influenced our trade with South American countries.

References:

McMurry and Parkins, *Elementary Geography*, pp. 176-193

Carpenter, *South America*, Am. Bk.

Shaw, *Big People and Little People of Other Lands*, pp. 92, 123, Am. Bk.

Youth's Companion Series: *Strange Lands Near Home*, Ginn

Allen, *South America*, Ginn

Bowman, *South America*, Rand

7. Asia. **Why is labor in Asia so much cheaper than it is in our own country?**

a. Population. *If Asia has so many people, why should it not be better known?* Selection of important facts for comparison. Difficulties in knowing such a vast territory, with many conditions of life and great difficulties in travel. (Study of pictures). Where most of the people live. Why? Occupations of the people in the distant north, on the lofty plateaus, on the low southern and eastern river plains. Kinds of food, clothing, and shelter provided, and how these vary from place to place on the continent. Why the people are paid little for

their labor. General lack of education. Influence of foreign missionaries. (Note: Attention should be given to the relational facts of important places which grow out of the work of problem solving. Such important facts as are given in the list of Minimum Essentials should be familiar. Map drawing limited to general outline of the continent, and the location of *essential* features of relief and *important cities*).

b. Japan. *What makes Japan the most powerful country in Asia?* The story of Perry's visit. America's influence upon Japan. Japan's favorable location and climate. Other geographic conditions helping Japan. Selection of essential points. Scenes of home life and industries. (Collection and study of pictures). Careful farming. Silk and cheap labor. Japan Day, exhibiting such articles as Japanese kites, dolls, and umbrellas made by the children. Seaports of Japan. Value of Chosen (Korea) to her. Products we exchange with her.

c. China. *From what kind of country have many of the Chinamen in our western states come?* Wonderful things about this country: dense population, vast territory, very old country, such few changes. Interesting story of Confucius, the Chinese Wall, and the early use of printing and gunpowder. Absence of horses and cows. How the fields are cultivated. Importance of rice, tea, and other products. Markets and wages as compared with the United States. Relation of great rivers* to population. Imaginary visits to Chinese homes and schools. Dress of rich and of poor as seen in pictures. What would happen if the coal and iron found in China were used as fully as ours in the United States. (Teacher should tell of the effects of China's long isolation). Recent changes. Value of Christian missionaries to China. Chinese students in America. Our duty in setting good examples.

d. India and Southern Asia. *How can so many people live in these warm countries?* How the lofty mountains affect climate and rainfall. Other geographic factors and their effect on the life and intelligence of the people. How the Ganges basin can support so many people. Home life. Customs of the people. Stories from Kipling's *Jungle Books*. Farm crops and markets. Why famines occur. How religion, superstitions, and the caste system have prevented progress. Contrast living conditions with those of our country. Value of these possessions to Great Britain. Pictures, drawings, and clippings for booklets. Passive rebellion of Ghandi.

e. Southwestern Asia. *Why are many Americans greatly interested in the future of Palestine?* Birthplace of Christianity. Correlate with Bible stories of Jerusalem and the Jordan river. The home of the Jewish people. Why the best known part of Asia. Influences of climate and other geographic factors upon life. Scenes and descriptions of selected industries: such as rug making, caravan trade, street vending within walled cities. Products brought to our country. Turkish cruelty and American sympathy for Armenian sufferers. The future of Palestine.

f. Relations. *How have the people of Asia been helped by Americans and Europeans?* Asiatic products we have seen and used. Young people from Asia going to American schools. American missionaries in

Asia. European countries with colonies in Asia. How the teachings of western people have helped to improve living conditions. Help given by Asiatic immigrants returning to their native country. The duty of everyone, as well as the nation, to improve conditions among Asiatic people.

References:

- McMurry and Parkins, *Elementary Geography*, pp. 256-279
 Andrews, *Seven Little Sisters, Pen-Se, Little Brown Baby*, Ginn
 Allen, *Asia*, Ginn
 Carpenter, *Asia*, Am. Bk.
 Chance, *Little Folks of Many Lands*, pp. 67-81, 95-111, Ginn
 George, *Little Journeys to China and Japan*, Flan.
 McDonald & Dalrymple, *Little People Everywhere, Japan, India*, Little
 Shaw, *Big People and Little People of Other Lands*, pp. 5-45, Am. Bk.
 Youth's Companion Series: *Toward the Rising Sun*, Ginn

8. Africa. Why is Africa such a backward continent when so much of it belongs to European nations?

a. Relations. *Why do we know so little about the native land of our negroes?* An imaginary trip with Stanley, Livingstone, or Roosevelt. Reasons for living conditions and industries observed on the trip. Why difficult to travel, to ascend in boats, to penetrate dense forests. Why natives are so ignorant. Ease with which food, clothing, and shelter are supplied. Health conditions and effect of climate on Europeans. Effect of coast line on colonization. African wild animals seen at shows. Why an easy continent to draw. Rapid sketching.

b. Egypt and North Africa. *What has Egypt taught us about farming without rain?* The annual floods that make crops possible. Why the fertile Nile and the desert are side by side. Desert scenes and caravan trade in North Africa. Value of irrigation ditches and water stored by big dams. Chief products and uses made of them. Delta cities. Why travelers visit Egypt. Objects of historic interest. Sand table scenes of the Nile valley, pyramids, obelisks, sphynx, irrigation ditches, fields of grain and cotton. Recent discoveries near Luxor.

c. South Africa. *Why is South Africa the most prosperous part of the continent?* Healthful climate. Comparison of geographic conditions with other parts of the continent. Dutch and British settlements. Value of gold and diamond mines. Description of diamonds. Their cost. Scenes on ostrich farms. Collect and study pictures.

d. Colonization. *Why should so much of Africa be owned by European nations?* Nations to which parts of Africa belong. Libia (Tripoli), an Italian colony. On map color parts *not owned* by European nations. What Africa has which people of Europe want. Need for railroads. Products received into our country. Changes because of the World War.

References:

- McMurry and Parkins, *Elementary Geography*, pp. 290-302
 Andrews, *Seven Little Sisters*, Gemila, Ginn
 Carpenter, *Africa*, Am. Bk.
 Chance, *Little Folks of Many Lands*, pp. 53-65, Ginn
 McDonald & Dalrymple, *Little People Everywhere, Hassan in Egypt*, Little
 Shaw, *Big People and Little People of Other Lands*, pp. 98, 118, Am. Bk.

9. Australia. In what ways are Australia and adjacent islands much like our own northwest?

Area compared with Europe. Why largely a desert. Why such strange animals. Why most of the people live in the southeast part. Compare value of gold mines and sheep industry with our northwest. What the United States and European countries get from Australia, the Dutch East Indies, New Zealand, the Philippine Islands, Hawaii. Have pupils draw map of region, showing relative location of important islands. Free use of pictures. (See language course of study on letter writing).

References:

- McMurry and Parkins, *Elementary Geography*, pp. 280-289
 Carpenter, *Australia*, Am. Bk.

10. Comparative Geography. How are the countries of the world related to each other?

a. Comparisons: *What have you learned about the United States in comparison with other great world powers?* Relative location and area. Relative population. Leading regions for the most important farm products, minerals, and manufactured articles. Forms of government. Why a republican form is best. Chief foreign possessions of each. Relation of manufacturing to cities and population. Relation of commerce to seaports and trade centers. Possibilities of great powers becoming weak nations; of lesser powers becoming great.

b. Immigration. *Why have so many Europeans left to make homes in America and other parts of the world?* How Europeans live. Crowded conditions in most countries. Families supported on small areas. Many employed in supplying wants of other countries. How the needs of the people are supplied today. How resources are carefully conserved. Kinds of homes, manner of dress, attitude toward education and general progress compared. Compare European conditions with those of China and Japan. Contrast with our land of liberty. How America has become the land of promise for so many foreigners.

References:

- McMurry and Parkins, *Elementary Geography*, pp. 303-309
 Andrews, *Seven Little Sisters*, pp. 137-142, Ginn
 Current events papers, magazines
 Bulletin, *Graphic Summary of Agriculture* (see reference list)
 Lessons in Community and National Life, Sections B and C, Bu. Ed.

SIXTH YEAR

(Even years, 1926-27, 1928-29, etc., in one-teacher schools following the alternation plan)

AIMS

1. *To further the general aims of the course.*
2. *To raise the standards of previous years.*
3. *To increase ability to organize data independently.*
4. *To use books and concrete materials more intelligently.*
5. *To solve problems bearing on our state, nation, and continent.*
6. *To make permanent minimum essentials of the countries studied.*

Reference List for Sixth and Seventh Years:

McMurry and Parkins, *Advanced Geography*

Allen, *Industrial Studies*: Ginn.

**North America, United States, South America, Asia, The New Europe*

*Benezet, *The World War and What Was Behind It*, Scott

*Carpenter, *Geographical Readers*; *Europe* (new), Am. Bk.

North America (new)

South America (new)

Asia (new)

Africa

Australia, Our Colonies and Islands of the Sea

Keller & Bishop, *Commercial and Industrial Geography*, Ginn

*McMurry, *Type Studies from United States Geography*, Macm.

Rocheleau, *Great American Industries* (revised edition), Flan.

Minerals

Manufacturers

Products of the Soil

Transportation

Rand-McNally, *Geography Readers*, Rand

Bowman, *South America*

Huntington, *Asia*

Fisher, *Resources and Industries of the United States*, Ginn

*Smith, *Human Geography, Book Two, Regions and Trade*, Winston

See also Reference List for Fourth and Fifth years.

See References and Material Equipment at end of geography course of study.

GENERAL SUGGESTIONS

Since the course of study rather than the textbook is the teacher's guide, the entire course of study covering general suggestions and the outlines for each year should be known. There should always be an adequate supply of geographical readers and materials at hand.

*Specially recommended

The states of our country should be taught in groups, not singly. It is sufficient to note the striking features and relative rank of certain states. Causes for the growth of a product region or industry or a city, as determined by location, soil, climate, and nearness to raw materials and to markets, should be stressed. Suggestions for the year's work are found under General Suggestions in this course. Place geography, rank of states, and map drawing should be limited to their minimum essentials.

SUGGESTIVE PROBLEMS

1. Montana

a. Map. *What important things should we know about the map of Montana?*

Let the pupils mark off boundary line of the state on the playground, making a small groove in the ground by using small stones or sticks. It can be made about the size and shape of a basketball court (35 ft. x 70 ft.). After locating the railroads and larger cities, the problem of traveling about in the state may be solved by a game such as fox and geese. By giving reasons for the location of railroads and cities drainage and relief are explained. Let pupils see the need for more railroads in parts of the state. Let them see the need for better roads. Map drawing and rapid sketching.

b. Climate. *What effect does the climate of Montana have upon the people of the state?*

Relation of climate to relief. Prevailing winds. Chinook winds. Weather has been observed and studied by children since the second and third grades. They are now prepared to consider how the weather map can be made to serve the school and the community. Ask to have the school put on the mailing list for weather maps from the nearest station. Relation of climate to vegetation, animal life and distribution of population. Rainfall and rivers contributing to our wealth and comfort. Causal relations should be developed.

c. Relations. *If Montana's resources were no longer available, would the United States feel any great loss? In what way most? Name other ways.* How Montana compares with other states in area, population and density of population, wealth, certain farm and mineral products, enterprise of people, patriotic and national service.

d. Industries. *Ways in which the people of Montana make a living.* What industry was long regarded as most important? How farming and grazing lands have contributed to the development of the state. Extensive areas at first owned by cattle and sheep men. Fends between grazing and farming interests. Hardships of homesteaders because of lack of credit. Homestead laws. How the state is handicapped when homesteaders take up land for speculation rather than for permanent settlement. How our mineral resources, including fuels, affect our wealth, population, and industries. Account for the forest

areas. How our natural resources have aided the development of manufacturing. How drouth problems are solved. Description of irrigation projects. Careful study of one irrigation project. (See *Montana*, 1926).

e. Population. *How large is Montana's population and where have her people come from?* Why some towns and cities increase in population. Apply to home or nearby towns. How our state impresses our many summer visitors. Be a real estate agent and answer inquiries of homeseekers in regard to opportunities offered for making a living, marketing facilities, rents and taxes, health conditions, educational advantages for a complete education, amusements, meeting difficulties. Prove that Montana is self supporting. Predict its future.

References:

McMurry and Parkins, *Montana Supplement*

See Reference List for bulletins and Montana references

Freeman, *Montana, Geographic Factors Influencing the State*, Geog. Soc.

2. North America. What effect do climate and other physical features have upon conditions of life in different sections of our continent?

a. Map. *What help can we get from a study of the maps of North America in explaining how people live and make a living?* (A type problem for continents and important countries). The use of suggestions for map study. Locating homes where it is possible to make a living. How distribution of population depends upon food, provisions for shelter, industries, and living conditions. How rivers, mountains, and shore forms favor or hinder man's work. The use of such questions as, why the Atlantic has the greatest number of rivers flowing into it, why the Gulf of Mexico is more important commercially than Hudson Bay, how drainage in Montana is related to that of the continent.

b. Climate. *What factors determine the climate of the continent?* From map of North America children should be able to show what the climate of certain regions must of necessity be because of latitude, altitude, slopes, land and water areas, etc. Why winds blow from various directions. Local observations and study of fourth year weather records. Principal continental winds, their causes and effect. The positions illustrated by drawing. Seasonal migration of wind systems. How surface features modify winds. What winds do for man. Why some sections have more rainfall than others. Relation to winds. Compare average annual rainfall in eastern Montana with western Montana, coast of Washington, Louisiana, Atlantic coast. Why different quantities of rainfall east and west of the great divide in Montana. Location and reason for areas of least and greatest rainfall in Montana. Cause of seasons of rainfall. Man's adjustment. Why the extremes of temperature are greater in the eastern than in the western part of Montana. Observe daily and seasonal changes. Give reasons. Montana climate compared with other regions of same latitude. Why winters are colder and summers are warmer on the Mississippi than on either coast. Why Arbor Day is two months

earlier in western than in eastern Oregon. Omit distribution of temperature as shown by isothermal lines. How these varying conditions of winds, rainfall, and temperature affect the people and illustrations to show how the people adapt themselves to such changing conditions.

c. Plant and animal life. *Why do plants grow and animals live where they do and what use do the people make of them?* Relation of soil and climate to plant life; climate and plant life to animal life. Continental life regions; the far north, our country, the far south. How much we can learn of our native animals from pictures: food, feeding, home, habits, means of defense, uses to man. Dangerous animals. Bird and game laws. Park animals. Animals native to Montana. Kind treatment and protection of animals. Animal adaptation.

d. People. *How have the conditions on our continent favored the increase of population?* The early inhabitants. Why Indians never became powerful. How the English and other peoples managed to make homes on the continent. (Consider geographic conditions only). Forefathers settled in a temperate climate. Their native strength and character. Indian invasions checked by the Appalachian highlands. Relation of mountain gaps and rivers to westward migration. Routes taken to settle the Mississippi and the West. Favorable soil and climate in the Central West; why not so favorable in parts of Montana and the West. Early neglect of Indians by whites. Indian reservations: location. To what extent our government is meeting its obligations in caring for the Indians. The rapid increase of population due to immigration. How people of different races and nationalities adapt themselves to the conditions they find here. New conditions arising from the World War. The "land of the free" compared with the lands of oppression.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 1-24, 209-244
 Allen, *The United States*, Chapters II, III, IV, Ginn
 Carpenter, *North America*, Chapter I, Am. Bk.
Montana Climate, Bulletin from Experiment Station, Bozeman

3. The United States. How has "An American" come to mean "A Citizen of the United States"?

a. Map. Our relative position on the continent and among the great world powers.

b. Latitude, longitude, and time. *How is the exact location of a place determined?* Many teachers prefer to teach latitude and longitude separately, getting one fixed in the mind before beginning the other. Then combine them in "location games." The use of games in this connection helps to prevent drudgery, to stimulate interest, and to make the most important facts permanent. The following is suggestive: the teacher says, "Play I am in the city on parallel 30° north latitude and meridian 90° west longitude. Where am I?" Pupils ask similar questions. The one answering the largest number of questions correctly wins the game. Or, let a child play he is on a ship at sea and an accident has happened. He sends out an S. O. S. call, telling his location. Let him call upon another pupil to find his location on

maps or globe. If it is found that the first child has named a location not on the sea, he has lost in the count. The purpose of this study is to give children greater ability to read and interpret maps. Memory work should be limited to the minimum essentials. Where east and west travelers adjust their watches; why set them ahead in traveling east. Compare time of Seattle, Montana, Chicago, New York, and France.

c. Population. *Why has the population of the United States increased so rapidly?* Nationalities represented. How immigration has helped the development of our country; how it has hindered its development. Why the East is more thickly populated than the West. Why the center of area in our country is never likely to be the center of population. How the rapidly increasing population has been employed; supported. Why foreigners seek the United States. America as a refuge for the poor and oppressed people of Europe. Voyage dangers. Ellis Island difficulties. Is it right to keep up old customs in a new country? Duty of foreigners to become naturalized. What boys and girls can do in making foreign immigrants feel at home, love our state, and become loyal citizens.

References:

McMurry and Parkins, *Advanced Geography*, pp. 24-29

Allen, *The United States*, pp. 11-42, Ginn

Carpenter, *North America*, p. 79, etc., Am. Bk.

Carroll, *Around the World, Book IV*, Silver

General References

4. Western States. Why are the people of the Western States so progressive in industrial and national affairs?

a. Climate. *Why do the extremes of temperature and rainfall occur here?* The effect of physical features upon distribution of the population and industries.

b. Immigration. *What has the West to offer to thousands who seek health, pleasure, knowledge, wealth, and homes?*

c. Mining. *What has made this one of the most important mining regions of the world?* Mining methods. Visits to camps where possible. Mining cities. Rank of states in mineral products.

d. Farming. *What does the West contribute to the world's food supply?* Consider wool, beef cattle, grain crops, orchard and small fruits, salmon. Collect pictures of farm scenes. Cause of California's wealth; of Colorado's rank in sugar. Why reservoirs and reclamation projects are needed. Montana's part in farming.

e. Lumber. *How can the Northwest supply so much of the lumber used in ships and building?* Why Washington leads. Lumbering methods. Big trees in California. Forestry and why needed. How to prevent forest fires.

f. National Parks. *What do eastern people see in our national parks?* Children might plan a trip or tell stories of visits to the Yellowstone or Glacier National Park. Where to secure park bulletins. Why have national parks.

g. Manufacturing. *Why is this the second industry in importance in the coast states?* Commercial raw materials used and kinds of manufacturing. Eastern demand. Transportation facilities and outlets to foreign trade. Growth of Seattle; San Francisco.

References:

McMurry and Parkins, *Advanced Geography*, pp. 129-167

McMurry, *Type Studies from United States Geography* (selected chapters). Macm.

Carpenter, *North America*, Am. Bk.

Allen, *North America*, Ginn

Rocheleau, *Great American Industries*, Flan.

Carroll, *Around the World, Book IV*, Silver

Keller & Bishop, *Commercial and Industrial Geography*, Ginn

Fisher, *Resources and Industries of the United States*, Ginn

5. North Central States. **How is it possible for the upper Mississippi valley to feed so many millions of people in our country and Europe?**

a. Population. *Why do so many people live in these states?* Rapid growth in population. What part of the population of our country is in these states? How many of the ten most populous states are in this section? The relation of glaciation to population.

b. Food. *What conditions make it possible for this group of states to help so largely in supplying food to foreign nations?* Imaginary journeys to typical farms, stock yards, flour mills, etc. Why this section contains the world's greatest corn patch: the bread basket of America; the leading states in live stock; most of the barley and oats grown in America. The rank of states in these products. North Dakota's lead in flax; Kentucky's lead in tobacco. Why so many other crops grow in great quantities: such as, hay and forage, beans, potatoes, orchard and small fruit, vegetables. Contributions from the Great Western Plain to the food of millions.

c. Minerals. *How do the minerals, including fuels, found in this section, supply the needs of people?* Relation of minerals, including fuels, to food supply. Use of coal and iron in factories. How the economic distribution of coal from extensive deposits is possible. Why Lake Superior iron ore is shipped. Destination points. Why oil and gas make cheap fuel and light in many places. Rank of states in these and other products—copper, lead, zinc, salt. Value of clays and sands. Famous caves. How formed. What is found in them.

d. Manufacturing. *What have the factories in these states done in preparing food for millions?* Relation of raw materials and mineral deposits to manufacturing. What are the important manufactured articles? Which ones are brot to Montana homes and farms? Why such extensive manufacture of furniture in the industrial centers of the lake region, and paper and maple sugar in Ohio. The manufacture of food stuffs. Exhibit materials collected.

e. Trade. *To what extent is trade responsible for the development of this food producing section?* Railroad facilities. Lake and river

navigation. Outlets to the sea and world markets. Possible effect of a Chicago ship canal. Account for the growth of industrial and distributing centers. Development of Chicago.

References:

McMurry and Parkins, *Advanced Geography*, pp. 62-94

McMurry, *Type Studies from United States Geography*, pp. 89-175, Macm.

References given for Problem 4 (selected chapters)

6. Middle Atlantic States. What conditions make this one of the most populous and wealthiest sections of the United States?

a. Population. *How can one-fifth of our population be supported in three of these states?* Effect of early settlements. Comparative study of population with western states and cities. Why New York is the Empire state; Greater New York, the world's metropolis. Account for its vast foreign population. Account for the density of population in Pennsylvania; in New Jersey.

b. Food. *Why does diversified farming continue to be a great industry here?* Study the food products: grains, fruits, hay and dairy products, vegetables, oysters, fish. Why New York has lost out as a wheat state. What her problem is if she raises one bushel of wheat a year per person when six are required. Nearness to markets. Effect of small farms on population.

c. Minerals. *How have these states helped to solve the fuel problems of our homes, factories, and navy?* Study important minerals: iron, ore, coal, oil, salt, clay, etc. Relation of mining to population.

d. Manufacturing. *Why are there so many factories in these states?* Why New York and Pennsylvania lead. Nearness to raw materials, fuels, and ores. The chief factory products. Type study of the process of producing a few selected articles. Pictures of factory scenes collected and studied. How manufacturing affects population.

e. Trade. *Why is New York City the world's greatest seaport?* Geographic factors. Money center. Railroad terminals. Connecting steamship lines. Relation of growth of cities to manufacture and trade. Montana's trade relation with these states. Growth of cities accounted for. Why it has outstripped Philadelphia.

f. Washington. *What has made it the great center of influence in international affairs?* A center for the teachings of a great democracy. Classes of people living in the city. Collect scenic views. Make imaginary visits to places of interest. (Carpenter, *North America*, pp. 17-49, is full of descriptions of our National Capitol).

References:

McMurry and Parkins, *Advanced Geography*, pp. 29-62.

McMurry, *Type Studies from United States Geography*, pp. 39-81, Macm.

References given for Problem 4 (selected chapters)

7. New England States. What conditions have helped to make manufacturing the leading industry?

a. Population. *Why are Rhode Island and Massachusetts our most densely populated states?* Geographic factors. Historic reasons. Influence of water power; of manufacturing. Why so many cities. Relation to manufacture and trade. Boston as a distributing center. Compare it with New York. Growth of other cities. Attractions offered summer visitors. Account for the location of New England cities.

b. Manufacturing. *Why are more than one-half of the people of this section employed in this industry?* Early influences of water power. Navigation laws affecting the industry. The early home of the manufacture of cotton and shoes. How the fuel needs, of many homes and factories are supplied today. Reduction of wood supply and absence of coal. National aid in solving fuel shortage problems. Why it took seven times as long to make the same kind of shoes fifty years ago as it does now. Pictures of factory scenes collected and studied.

c. Occupation. *Why are the people engaged in so many different occupations?* Geographic factors. Why the forests should be preserved. Lumbering methods contrasted with those in Washington. Making maple sugar and dairying in Vermont. Why many farms contain less than forty acres. Relation of nearness of markets to truck farming, dairying, and poultry raising. Why New England does not lead in the production of food stuffs. Why the value of food stuffs of southern New England ranks among the highest per acre in the United States. Why fishing is still an important industry. Sea foods. Why quarrying is an increasingly large industry.

References:

McMurry and Parkins, *Advanced Geography*, pp. 29-62

McMurry, *Type Studies from United States Geography*, pp. 1-30.

Macm.

References given for Problem 4 (selected chapters)

8. Southern States. Why have the Southern States developed so rapidly within the last fifty years?

a. Population. *What conditions have affected the growth of population in these states?* Why so many negroes. Effects of the Civil War on population. How the states rank with others in density of population. How many northeastern states required to equal Texas in size? Why large cities are not so numerous as in the North and East. Why New Orleans is the southern metropolis. Effects of deepening the Mississippi, the Panama Canal, and a possible Chicago ship canal upon New Orleans' growth. Growth of cities as influenced by geographic conditions.

b. Farming. *Why does so much of the farming still consist of the raising of cotton?* The effect of soil and climate on farm industries. Value and amount of the cotton crop. Uses of cotton. Cotton by-products. Plantation life described. Other valuable crops: sugar, rice, alfalfa, hay, sweet potatoes, semi-tropical fruits, nuts. Food value in nuts. Why Texas leads in beef cattle. Why many southern farmers

prefer mules to horses. How the South supplies northern vegetable markets early in the spring. Increase in the production of northern crops and of livestock. The use of improved farming methods. Effect of draining the Everglades of Florida.

c. Mining and Manufacturing. *Why are these industries constantly increasing in importance?* Deposits of valuable minerals, building stone. Manufacture of cotton goods, lumber, and pig iron. Compare advantages for cotton manufacturing with those of New England. Development of iron and steel industries around Birmingham, Alabama.

d. Trade. *Why has the export trade from the Southern States been so important?* The exports to England; to other states. What Montana receives from the Southern States and sends in exchange. The commercial value of the Mississippi as compared with the St. Lawrence and other rivers. Why Congress should appropriate millions to improve navigation on the Mississippi. Value of the Panama Canal to southern trade. Shipping points and connection with foreign ports. Coaling stations. Yap.

References:

McMurry and Parkins, *Advanced Geography*, pp. 94-128

McMurry, *Type Studies from United States Geography*, pp. 81-89, 175-218, Maem.

References given for Problem 4 (selected chapters)

9. Our Possessions. **In what ways is our outlying territory made to feel itself a part of the home country? Do you believe this policy has been wise? Why?**

a. Alaska. *How has the purchase of Alaska benefited our country?* Has either gold, salmon, or copper been worth the purchase price? Why seal fishing and whaling are not as profitable as once. See problem lesson I, in General Suggestions.

b. Panama Canal Zone. *Why will the Panama Canal be worth its cost in time?* What changes in commercial relations of other countries has it produced? Review the history of its building.

c. Porto Rico. *Why does sugar cane grow here so abundantly?* In 1917 the United States purchased for 25 million dollars the islands of Saint Croix, Saint Thomas, and Saint John. Of whom? Locate them. Why so valuable.

d. Hawaiian Islands. *Of what value has their annexation been to the United States?* Their commercial importance.

e. Philippine Islands. *How have these islands been helped by their connection with our country?* Commercial exchanges with the United States. Should the islands be given their independence? (A question for older children to debate). Predict the future of these islands.

f. Guam and Tutuila. *How do they benefit the United States?*

References:

McMurry and Parkins, *Advanced Geography*, pp. 167-175, 291-294, 205-207, 428-435.

Carpenter, *Australia*, Chaps. XVII, XVIII-XXVI, LIII, LIV, Am. Bk.

Carpenter, *North America*, Chaps. XLIV, XLV, Am. Bk.

Carroll, *Around the World, Book III*, Silver

Carpenter, *World Travels*, Alaska, Am. Bk.

10. Our Southern Neighbors. Is it a matter of much importance how many nations there are on our continent?

a. Cuba. *Why is it better for Cuba to remain under the protection of the United States?* Explain its rank in cane sugar production.

b. Mexico. *Why has the development of Mexico been so greatly retarded?* If gold and silver attracted the Spaniards so much, why mining is still undeveloped. Lack of coal, of transportation, old fashioned mining methods, Indian troubles. Few good harbors. Education lacking. Government. Why European and American capitalists have large holdings in Mexico. Effect on progress. Account for the great variety of farming and fruit growing. Why manufacturing is still undeveloped. Explain dangers attending American visitors. Present relations with the United States.

c. Central American Republics. *Why are wars on the continent most frequent here?* Reasons for our country's interest in them, if they are such poor examples of republics.

d. West Indies. *Why has Haiti so little to offer progressive people?* Compare with Cuba, Porto Rico, Jamaica. Commercial importance of the Bahamas. Value of Pitch Lake on Trinidad Island to our cities. Why dangerous to make homes on some of the smaller islands.

References:

McMurry and Parkins, *Advanced Geography*, pp. 199-208

Carpenter, *North America*, pp. 376-399; *Australia*, pp. 357-370, Am. Bk.

Allen, *Around the World, Book IV*, pp. 215-268, Ginn

Carroll, *Around the World, Book III—Mexico*, Silver

11. Comparative Reviews. What factors have been influential in developing our country into a great industrial nation of wealth and honor?

Study important comparative facts and questions found in the textbook pp. 208-224. Teach pupils to read the maps and graphs intelligently. Refer to Minimum Essentials of this course for limitations on matters that should be definitely known. Take note of such factors as favorable physical features; reasons for the thriving condition of seven great industries; their analysis from the view point of products; causes of a flourishing trade; American inventive genius giving rise to an age of electricity.

steam, and machinery; and an enterprising and enlightened people. Note also our growth in territory, population, wealth, varied industries, popular government, influence, responsibility, leadership. The respect we owe to all mankind and our duty in making foreigners welcome.

References:

McMurry and Parkins, *Advanced Geography*, pp. 208-224

Rocheleau, *Transportation*, Flan.

Keller & Bishop, *Commercial and Industrial Geography*, Ginn

Fisher, *Resources and Industries of the United States*, Ginn

SEVENTH YEAR

(Odd years, 1927-1928, etc., in one-teacher schools using the alternation plan)

AIMS

1. *To gather up and enlarge the geographic ideas gained in previous years.*
2. *To give greater facility in the solution of problems bearing on the relational aspects of the more important nations of the world.*
3. *To increase the pupil's ability to interpret properly the geographic factors that enter into the international problems of the day.*
4. *To make permanent a knowledge of relational facts and limited number of facts of place.*
5. *To engender a sympathetic understanding of the peoples differing from us in race, customs, ideas, and modes of living.*

Reference List for Seventh Grade:

See list for sixth and seventh grades at beginning of sixth year geography course.

GENERAL SUGGESTIONS

The course of study, not the textbook, is the teacher's guide. Teachers should be familiar with the outlines for previous years and with the general suggestions to carry out the provisions of the seventh year. To make the work of any one year most effective the whole course of study must be known. A list of the geographical readers referred to is given with the sixth year course. An abundance of such books, as well as the reference materials suggested later should be available. The Minimum Essentials should receive attention thruout the year.

SUGGESTIVE PROBLEMS

1. Europe. **How has Europe, less than half as large as North America, been able to support more than three times as many people?**

a. History. *How does the history of these countries help to explain the density of population?* Rise and fall of nations: Greece, Rome, French Empire, Spain, Germany. Many nations, conquests, languages, creeds and customs. Colonial expansion by densely populated countries.

b. Geographic conditions. *How have climate, surface, and an irregular coastline favored the increase in population?* Compare latitudes, such as Montana with France, using a game. Why such moderate climate in the northern latitude. Effect of the Gulf Stream and westerly winds on rainfall and climate. Why Russia has a continental climate. The essential coast waters, important islands, canals and navigable

rivers. Relative location and the commercial value of each. Usefulness of tides. How shore forms, mountains, rivers, and climate have influenced population.

References:

McMurry and Parkins, *Advanced Geography*, pp. 279-382, Appendix Reference List for Fourth and Fifth Years
Selected books on Europe

2. The British Empire.

a. The United Kingdom. **What has made Great Britain the world's greatest maritime nation and exporter of manufactured goods?**

(1) Food. *Why does England look to other countries for much of her food supply?* Food stuffs imported. Why not enuf raised for home demand. Important geographic conditions influencing the food supply. Why the fishing industry is so profitable. How food is conserved. Women helping in fields and factories in war times.

(2) Mining. *How have coal and iron helped to develop Great Britain?* Value and use of these mineral deposits. Their influence on industries and population.

(3) Manufacturing. *Why is Great Britain a great manufacturing nation?* Products from manufacturing cities. Birmingham, Glasgow, Manchester, Leeds, Belfast, etc. Invention of spinning machines. A favorable location; moderate climate; regularity of winds. Healthy, enterprising people. Relation of manufacturing to density of population.

(4) Trade. *Why has Great Britain the largest navy of all nations?* Why necessary to have many ships and many places to exchange goods. Sources and kinds of raw materials. Manufacturing products exported. Commercial ports and ocean routes. Exchanges with the United States.

b. Colonial Possessions. **What need does the United Kingdom have for so many colonies?**

(1) Extent of territory. *Prove that Great Britain's territory includes one-fifth of the land surface of the globe and one-fourth of its inhabitants.* (Appendix). Show by globe that the "sun never sets on British soil".

(2) Canada. *Why is the Dominion of Canada Great Britain's most valuable possession?* The effects of glaciation. Chief sources of wealth and industries of the people. Importance of Wolfe's victory; of Britain's colonial policies. Note also the relationship of England to Germany then and now. Friendly relations between Canada and the United States. No forts in contrast with European nations. Causes of growth of cities and the distribution of population. Similarity of products to those of northern United States. Canada's help in the World War. Other possessions in American waters. Compare development of Canada with that of the United States.

(3) India. *How is such a great population supported in the Ganges basin?* Importance of Clive's victory. How a few soldiers have managed to control many natives. The problem may be centered around geographic

conditions, animal life, natural resources, products, and industries. The collection and study of pictures. Why so many famines and plagues? Suggest remedies. Value of Suez Canal to India. How Americans reach India. Importance of Ceylon, the Straits Settlements and Hong Kong. Present status in India regarding British control.

(4) Australia. *How does the Commonwealth of Australia compare in importance with Canada as a possession of Great Britain?* Influence of geographic conditions on natural resources. The problem may be centered around occupations, resources, products, and exports. Why the cities are on the southeast coast. Number of days from Japan, Liverpool, San Francisco. Industries and scenery in New Zealand. Commercial products from New Zealand and other oceanic possessions.

(5) Union of South Africa. *What advantages do the South Africans have for becoming a leading people?* Physical features, natural resources, commercial value of products, recent developments. How a north and south continental railway would affect trade.

(6) Egypt. *Why should Great Britain care to control this country?* Places of historic interest. How abundant crops are possible. How the Suez Canal has benefited Europeans. Importance of Gibraltar. Present status in Egypt regarding Great Britain. Recent discoveries and their importance.

(7) Relations. *How are Great Britain's possessions benefited by her ownership or control?* Strength and value of her navy. Relations by language, customs, traditions, education. How the possessions help Great Britain. Effect of tolerant forms of government for the colonies on the unity and strength of the United Empire. Contrast with the form of government George III imposed on the American colonies. Possible effect if England's colonial policies toward us had always been just. Possible effect on England thru loss of colonial possessions.

References:

McMurry and Parkins. *Advanced Geography*. pp. 289-306, 175-188, 401-408, 437-444, 457-460, 453-455.

Allen, *The New Europe*, (See index), Ginn

Allen, *Industrial Studies, Asia*, pp. 276-376, Ginn

Carpenter, *Asia*, pp. 201-305, Am. Bk.

Africa, pp. 81-121, 273-332

Australia, pp. 11-119, 257-270

Carroll, *Around the World, Book V, The British Empire*. Silver

Keller & Bishop, *Commercial and Industrial Geography*. (selected chapters), Ginn

Huntington, *Asia*, pp. 304-344. Rand

Selected books from *Little Journeys*, Flan.

Selected books from *Little People Everywhere*, Little

3. France. **How can France support such a large population?**

a. People. *What characteristics of the people have helped to develop France?* Why so few immigrants from France to other countries? Compare the life of the peasant with the life of the city dweller. Rela-

tions between United States and France. Effect of the World War upon the people. History stories: Joan of Arc, Napoleon, Lafayette, Pershing's address at Lafayette's grave, etc.

b. Industries and thrift. *Why did France become a thriving nation of industrious people?* French prosperity as influenced by geographic conditions. Why many small farms with resident owners. Why more bushels of wheat are raised per acre than in our country. Why so much silk and wine are manufactured. The good grade and high price of manufactured products because of skilled laborers and art appreciation. Thrift as seen in the economic use of raw materials. How her location has helped her commerce. Commercial products exchanged with the United States. Why France has been a favorite resort for tourists. Trace on a map the commerce of France with the other countries of the world.

c. Colonial Africa. *How will nearly one-half of all Africa and one-fourth of Africa's population help France to retain her position as a world power?* Important geographic factors influencing the development of French possessions. Difficulties in colonizing Africa. The wealth of raw materials and markets for French wares. Need for railroads. What Corsica, Madagascar, and French Indo-China contribute to the wealth of France. Locate and name the French colonies on a world map.

References:

McMurry and Parkins, *Advanced Geography*

Carpenter, *Africa*, pp. 14-81, 162-166; *Australia*, pp. 274-289, Am. Bk.

Keller & Bishop, *Commercial and Industrial Geography*, p. 139, Ginn

Little Journeys (on France), Flan.

Little People Everywhere (on France), Little

Allen, *The New Europe* (see index), Ginn

4. Germany. Why was Germany a great power before the World War?

a. Industries. *In what ways was Germany industrially strong?* Natural conditions that favored her industries. Application of scientific methods of procedure to agriculture. Important products: rye, sugar beets, grapes, potatoes. Compare agriculture of Germany with that in some of our North Central States. How did the government assist manufacturing? Compare her policy of forest protection with that of the United States. Other industries: mining, animal husbandry, fishing. Compare Germany and Great Britain with regard to the development of manufacturing before the war. (See textbook, pp. 323-325.) How she improved her means of transportation. Her colonial policy. Commercial relations with other countries especially South America, Russia, and the United States.

b. Present Status of Germany. *How has the World War affected Germany?* Losses in territory and the effect upon Germany. Change in government. Advantages Germany still possesses for progress.

References:

- McMurry and Parkins, *Elementary Geography*, pp. 318-330.
 Benezet, *The World War and What Was Behind It*, pp. 111-161, and following, Scott
 Keller & Bishop, *Commercial and Industrial Geography*, p. 129, Ginn
Little Journeys (on Germany), Flan.
Little People Everywhere (on Germany), Little

5. Italy. **Why is Italy considered among the world powers of Europe?**

The advantages of Italy's geographic position. Places of scenic and historic interest. The Vatican, the home of the Pope. Historic buildings, old cities. Volcanoes. Why farmers are so poor. Obstacles to be overcome in agriculture. Why irrigation is needed in places. Why industrial Italy is in the Po valley. Why Italians came to America in great numbers before the war. Value of Libia (Tripoli) as a terminal for caravan routes. Other Mediterranean possessions. Venice and Trieste as objective points for opposing armies.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 364-374
 Carroll, *Around the World, Book V, Italy*, Silver
Little Journeys to Italy, Flan.

6. The Countries of the Danube, Czecho-Slovakia, Austria, Hungary, Jugo-Slavia. **What are the possibilities for further development among these nations?**

a. Disadvantages. *Obstacles in the way of development in agriculture.* Mountainous surface, heavy forests, lack of education (except western Czecho-Slovakia and parts of Austria) among the peasants. The future of mining and manufacturing. How the dangers of future wars have been partially removed. What may be the effect of reducing the areas.

b. Advantages. *What advantages have these countries that make them important?* Trace the railroad routes from Asia to Europe on the map. Note the important cities that are connected. Note the length of the routes. How the Danube river contributes to the development of these countries. Trace it. What resources Hungary possesses that will help it to maintain its importance. What the exports of Czecho-Slovakia tell about its importance.

c. Places of Interest. *Where would you like to travel in these countries? Why?* Plan trips to places of interest. Trace them on the map. Home life and customs in these countries.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 374-382
Little Journeys (on Austria-Hungary), Flan.
Little People Everywhere, Little
 Allen, *The New Europe*, Ginn

7. Russia. **What makes Russia a problematic and backward country?**

Comparative study with Great Britain, France, Germany, and the United States as to area, density of population, wealth, production of wheat and coal, and as a railroad builder. Geographic factors hindering progress. Review problems. Remoteness from world's markets. Lack of transportation facilities and its effect on production. Peasant and city life as affects progress. Problematic situation in government. The forced abdication of the czar. The provisional government under Kerensky. The Bolshevik revolution and counter-revolutions. German invasion and its results. Poland, Lithuania, Finland, Ukraine, and Little Russia, as affected by the war. Russia's needs: wise, forceful leaders in government and education; development of such resources as forests, fish and game, farms, mines; modern farm machinery; increased manufacturing; railroads. Importance of Trans-Siberian Railroad. Value of Siberia to Russia. Russia's influence before the war in the far east and in inner Asia. How Russia's hope lies in making better use of her resources. Prospects of continued heavy immigration from Russia. Our responsibilities in relation to these immigrants.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 349-358
 Allen, *Industrial Studies, Asia*, Chap. VIII, Ginn
 Carpenter, *Asia*, pp. 367-380, Am. Bk.
 Huntington, *Asia*, pp. 135-152, Rand
Little Journeys (on Russia), Flan.
Little People Everywhere (on Russia), Little
 Allen, *The New Europe*, pp. 122-156, Ginn

8. The Lesser Powers. **Why do so many of the lesser powers need to struggle to retain their independence?**

a. Scandinavian Countries. *What conditions have helped these countries to remain independent?* How location, shore line, and surface features have aided independence. Leading industries and products. Extensive trade with Great Britain and Germany.

b. Denmark. *What practical lessons can we learn from the Danish farmers?* Their system of co-operation. Soil products. Their fine system of folk schools. How many of our states are smaller? Germany's eagerness to control Denmark. Copenhagen as a shipping center. Why Denmark's colonies are of little value to her.

c. The Netherlands. *How have the people of the Netherlands added to their territory?* Relation to density of population. Compare country to Mississippi delta. Intensive farming on small farms. Why one of the world's greatest commercial nations. Value of East Indian possessions and importance of Batavia. Character of the people. A refuge for persecuted people in times past.

d. Belgium. *Why has Belgium for centuries been compelled to be one of the battlefields of Europe?* Effect on density of population, prosperity and happiness of the people. How control of the Congo was obtained. With Stanley in Africa. The country's possible future. Compare industries of Belgium with those of the Netherlands.

e. Spain and Portugal. *Why are these nations, altho once powerful, now among the weaker nations of Europe?* How the colonies were lost. Influence of geographic conditions. Extent of illiteracy in Spain. Sports and pastimes. Farm and mine industries. Comparison of forms of government. Possibilities of a return to power.

f. Switzerland. *Why are the Swiss people free, strong, and home loving?* Account for the fact that Switzerland has no national language, that no great battles are fought on her soil, that she supports 240 people to the square mile in spite of mountains and glaciers, that her foreign trade has exceeded Spain's, that so much manufacturing is done without coal, that travel between cities is not difficult, that this is "the playground of Europe."

g. Balkan Countries. *Why have these countries not united into one great nation?* Compare with the union of Austria and Hungary; the union of German states. How mountains, many languages, and successive invasions have hindered union. Why natural resources are not fully developed. The effect of Turkey's misrule and primitive farming methods upon industries, exports, and growth of cities. Possibilities in the lower Danube basin. Constantinople as a seaport. Our historic interest in Grecian cities.

h. Poland, Esthonia, Finland, Latvia, Lithuania, and Ukraine. *Why have these countries separated themselves from Russia? Means for maintaining their independence. Advantages and disadvantages to their growth.*

References:

McMurry and Parkins, *Advanced Geography*, pp. 330-349, 359-364, 374-382

Benezet, *The World War and What Was Behind It*, Chap. XX, last chapters, Scott

Carpenter, *Asia*, pp. 222-256, Am. Bk.

Allen, *The New Europe* (see index), Ginn

Keller & Bishop, *Commercial and Industrial Geography* (selected paragraphs), Ginn

Little Journeys (selected books), Flan.

Little People Everywhere (selected books), Little

9. South America. What countries offer the greatest opportunities to foreigners?

a. Population. *What conditions have induced people of many nationalities to make homes in South America?* How the highlands suggest minerals and a healthy climate for Europeans. Findings by early explorers. Story of Simon Boliver. (Carpenter, *South America*, p. 340) Civilization among the Incas. Homes of the natives today. Distribution of foreign population. Why a mixed population. Rapid sketching of the continent.

b. Eastern Republic. *Why does more than one-half of the world's supply of coffee come from Brazil?* Coffee tree not a native plant. Favorable geographic factors. Forest products, beef cattle and other products

having commercial value. The use of water power for electric smelting of iron ore. Growth of Brazil as a commercial nation. Her growing prominence in international affairs. Account for the character and distribution of the population. Opportunities for foreigners.

c. Tropical republics. *What causes produce so great a variety of products and living conditions in these countries?* Influence of geographic conditions. Suggested problem for fifth year in review. Why American capitalists are interested in Bolivian mines. Why our country leads in Peruvian imports. Why Ecuador is coming to be a land of opportunity. Why Colombian products are eagerly bought by Americans. Compare Venezuela with the ABC (Argentina, Brazil, Chile) countries in development. Countries offering greatest opportunities to foreigners. Difficulties in the development of agriculture.

d. Southern republics. *Why are there so many progressive people in the southern part of South America?* Account for Argentina's rapid development. Why the pampa is the real Argentina. How it can keep Argentina in her place as one of the ten great world powers. Geographic conditions. Unfortunate large land holdings, stable government, increased trade with the United States, and transportation facilities as factors in development. Relation of Uruguay and Paraguay to Argentina. Similar study of Chile. Importance of irrigation. Commercial value of nitrates. Comparative advantages affecting immigration. Compare plains of Argentina with plains of Brazil. The future of Chile.

e. Trade. *How can our country bring about increased trade relations with South America republics?* Let the class plan an imaginary voyage to South American ports for the purpose of increasing trade. Exhibits to collect. Changes of clothing needed on the trip. Languages to speak. Impressions to make. Souvenirs to bring back. Exchanges of products to encourage. Account for facts learned; large trade with Europe; increasing trade with the United States; commercial importance of rivers, railroads, and the Panama Canal; value of visits by distinguished Americans such as Taft, Bryan, Roosevelt.

f. Relations. *What should our attitude as a nation toward the republics be?* The Monroe Doctrine. Paying Colombia for the Canal Zone. How South Americans regard us. Responsibility of boys and girls in helping to decide international questions in time. Our choice of country as a residence place. The most promising and least promising countries, with reasons.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 245-278
 Allen, *Industrial Studies, South America*, Ginn
 Carpenter, *South America*, Am. Bk.
 Bowman, *South America*, Rand.

10. Asia. Prove that Asia, of all continents, is the land of extremes.

Relations. *How does Asia differ from other continents on the globe?* Extremes of elevation and depressions, temperature, amount of rainfall, and density of population. Rapid sketching of the general outline of the conti-

nent. Meaning of "roof of the world." Effect of surface upon climate. Contrast with North America. Extreme variations in plants and animals. Wild animals seen at shows. Some of our useful plants and animals traced to Asia. Why most of the inhabitants are on a few river plains: Ganges, Yangtse, Hoang. Agriculture, the leading industry. Other industries undeveloped. Religious differences. Why American missionaries are found in Asia. Ancient, unprogressive civilization. America's educational responsibility. Signs of progress.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 383-388
 Allen, *Industrial Studies, Asia*, Chap. I, Ginn
 Huntington, *Asia*, pp. 1-38, Rand

11. Japan. Why call the Japanese Islands the British Isles of the Pacific?

A World Power. Why is Japan Asia's only great world power? Compare with the British Isles. Recent volcanic eruptions. Influence of geographic factors upon development. Account for the high rank in silk production with so little imported to the United States. Why few beasts of burden. Meaning of this in case of crop failure. Collection and study of pictures noting industry, cleanliness, artistic sense, and economic standing of country people. Value of sea foods. An agricultural or a manufacturing nation? Compare urban with rural population. Cause of growth of large cities and seaports. How food supply problems are solved. Results of Russo-Japanese war. How Chosen (Korea) helps to solve food and fuel problems. Why Japan would like to control China. Value of coal and iron ore as compared with Great Britain. Why Perry's birthday is celebrated. Rise as a commercial nation. Exclusion of Japanese from United States.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 420-426
 Allen, *Industrial Studies, Asia*, pp. 379-433, Ginn
 Carpenter, *Asia*, pp. 23-111, Am. Bk.
 Huntington, *Asia*, pp. 192-221, Rand
Little People Everywhere (on Japan), Little
Little People Everywhere (on Japan), Little B.

12. China. What factors have operated against China in rising to a position similar to that of Japan?

National Progress. What has prevented the large and populous country of China from becoming a powerful nation? The influence of geographic conditions. Why the population is unequally distributed. Why backward, with so much ancient culture. Significance of the Great Wall. Characteristic differences from other nations her isolation has developed. How the people can subsist so largely on rice. Why tea is used so much. Why Shanghai is the world's greatest silk market. Why there are no cows or horses. What effect overcrowding has had upon roads. Why boats and carts use wind power where possible. How much food can be raised on one acre for six persons. Why such good laborers

as the Chinese use such primitive methods of farming. Natural resources remaining undeveloped. Why the Hoang valley is becoming an important manufacturing center. Explain recent changes in government, in customs, in schools, and in transportation. Present unstable conditions. The Boxer rebellion. Germany's part in it and her practices then as compared with those in the World War. Effect of the United States returning Boxer indemnity money to China. Chinese immigration to California and United States laws. Possible results of the "Open Door" policy.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 409-420
 Allen, *Industrial Studies, Asia*, Chaps. II-VII, Ginn
 Carpenter, *Asia*, 111-180, 306-316, Am. Bk.
 Huntington, *Asia*, pp. 221-284, 171-182, Rand
Little People Everywhere (on China), Little
Little People Everywhere (on China), Little

13. Southwestern Asia. Why should this undeveloped region have had such a great influence upon European civilization?

Birthplace of Christianity. *Why are Jewish and Christian people so deeply interested in this region?* Countries included. Geographic influences. Relation of Palestine to Bible history. Why the Christian world should desire that Palestine be held by the civilized nations as a neutral country. Effects of Turkish rule upon the development of the country. How American sympathy for Armenian sufferers in the World War has been shown. Present interests of other nations in these regions.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 235-236
 Allen, *Industrial Studies, Asia*, Chaps. X, XI, Ginn
 Carpenter, *Asia*, pp. 321-366, Am. Bk.
 Huntington, *Asia*, pp. 38-112, Rand

14. Other Countries of Asia. What effect have they upon development of Asia?

- a. West Central Asia. Why is this region backward in development? Physical features. Compare these countries with Persia and Mesopotamia.
- b. Siberia. Compare Siberia with Canada.
- c. India and Ceylon. What has England done for India? What has India done for England.

15. Comparative Reviews

- a. Montana. *Why should Montana be known as the "Land of Opportunities?"* Her position among the states in area, population, wealth, production of grains, livestock, fruits; production of fuels and minerals. How fully the state meets home demands. Where the surplus goes for consumption and manufacture. Products brought here from other states and foreign countries. Value of railroads in making exchanges. Where more railroads are needed.

b. The United States. *What are the industrial and commercial possibilities of our country in her relation with foreign nations?* Her position among the nations of the world in area, population, wealth, as a producer of food stuffs; as a manufacturer of textiles and other commodities; as a miner of valuable minerals, including fuels; as a tradesman in the world's best goods, *as a teacher of democracy, justice and truth.* Frequency of high rank our country takes. How fully the United States supplies home demands. Where our surplus products go. What commercial products other nations send to us. Why so many railroads run east and west; why so many in the east. Great railroad terminals and inland trade centers. Ocean routes and terminal points. Commercial importance of the Panama Canal and Suez Canal. Size, capacity, and durability of ocean liners. Means of international communication and their value. Value of a compass to a sailor; of wireless to a vessel in distress. Why so much of our trade has been carried on foreign ships. Why our European trade is so large. Present status of manufacturing and trade in the United States. The great need of practicing conservation.

c. High Standards of Achievements. *What determines the greatness or superiority of a nation? What is the United States doing to teach the nations of the world to have a sincere respect for all mankind?* The leading nations of the world. (Limit to the eight great powers as given in the text). Comparative facts in regard to position, race or color, spoken language, capital wealth, quantities of food stuffs, clothing or shelter possessed, respect or brotherly feeling for all mankind. The true conception of "superiority." Estimation of our country's greatness.

References:

- McMurry and Parkins, *Advanced Geography*, pp. 466-476
Benezet, *The World War and What Was Behind It*, Scott
Keller & Bishop, *Commercial and Industrial Geography*, Ginn
Rocheleau, *Great American Industries* (revised edition), Flan.

CONCLUDING TOPICS

MINIMUM ESSENTIALS

The following minimum essentials should be known by boys and girls completing the elementary school. Relational facts are even more important than facts of place, but both are helpful in answering the geographic needs of life.

1. Locate

On unlettered outline maps:

- a. Six *continents* and five *oceans*. Relative size.
- b. The *forty-eight states*. (Write names of states in proper places.)

2. Countries

In a study reported in *The Seventeenth Year Book*, February, 1918, the following countries are given in the order of their relative importance as determined by area, population, total import and export trade and import and export with the United States. Pupils should be able to locate them on unlettered maps, give the approximate area and population of the United States, and, in the case of each of the twenty starred countries, give the direction of each country from the home locality, and state whether the area and the population of each is *larger*, *smaller*, or *approximately the same* as that of the United States. In these same twenty countries, with the United States included, is the prevailing temperature in the hot, the cold, or the intermediate belt? Is the rainfall heavy (above 50 inches), moderate (20 to 50 inches) or light (less than 20 inches)?

United States	*Belgium	Algeria
*Great Britain	*Australia	New Zealand
*Germany	*Spain	Persia
*France	*Sweden	Portugal
*India	*Egypt	Roumania
*Austria-Hungary	*Turkey	Venezuela
*Russia	Switzerland	Polivia
*Canada	Chile	Uruguay
*Italy	South African Union	Siam
*Japan	Philippine Islands	Greece
*China	Peru	Morocco
*Brazil	Cuba	Serbia
*Argentina	Denmark	Bulgaria
*The Netherlands	Norway	Equador
*Mexico		

3. Land forms

Locate on unlettered map or name country in which located.

a. *Mountain ranges, and peaks, plateaus, plains, and deserts.* For those that are starred select the statements that most nearly indicate the prevailing conditions easy to cross, difficult to cross, extends above tree line, permanent snowfields, large cities, no large cities, dense population, herding industry important, much mining. (Adapted from *Seventeenth Year Book*).

*Alps	Granite Peak	Mt. Ranier
*Andes	*Great Basin	Mt. Shasta
*Appalachian	*Great Plains	Mt. Washington
Atlas	*Himalaya Mts.	Mt. Vesuvius
Beartooth	Lassen Peak	Mt. Whitney
*Bitter Root	*Llanos	*Pampas
Blue Ridge	*Local mountains	*Plateau of Tibet
*Cascade	Mt. Blanc	*Rocky Mountains
Catskill	Mt. Elburz	Pike's Peak
*Caucasus	Mt. Everest	*Sahara Desert
Coast Range	Mt. Hood	*Selvas
*Colorado Plateau	Mt. McKinley	*Sierra Nevada
*Desert of Atacama	Mt. Mitchell	Steppes
		Ural Mts.

b. *Peninsulas, capes, and islands.* Effect on outline of continent or relation to nearest land masses. Are those starred important, very important, or of little importance commercially?

*Alaska	Danish Pen.	New Guinea
Arabia	*East Indies	*New Zealand
*Bahama Is.	*Florida	*Nova Scotia
Balkan Pen.	*Greenland	*Porto Rico
*Bermuda Is.	*Guam	Pribilof Is.
Borneo	Haiti	Samoan Is.
Cape Cod	*Hawaiian Is.	Sardinia
Cape Hatteras	Iceland	Scandinavian Pen.
Cape Henry	Indo-China	Sicily
Cape Horn	Italian Pen.	Spanish Pen.
Cape North	*Jamaica	*Sumatra
Cape of Good Hope	*Java	Tasmania
Cape Sable (Florida)	Lands End	*Trinidad
Cape Verde	*Long Island	Vancouver Is.
*Ceylon	Lower California	Virgin Is.
*Chosen (Korea)	Madagascar	*West Indies
Corsica	Malay Pen.	Yap
*Cuba	*Newfoundland	Yucatan

4. Water forms—lakes, rivers, canals, indentations

Locate on unlettered maps or name country in which located. Select the statements that more nearly indicate the prevailing conditions concerning those starred; dense population, sparse population, irrigation practiced, much mining, much swamp and overflow land, agriculture important, manufacturing important, herding important. (Adapted from *Seventeenth Year Book*). Are the rivers that are starred (*) and the other water forms marked (†) of little importance, important, or very important for navigation?

*Amazon River	G. of Mexico	Niger R.
Arabian Sea	G. of St. Lawrence	Adriatic Sea
Arkansas R.	*Hoang R.	*Nile R.
†Baltic Sea	Hudson R.	North Sea
B. of Bengal	Hudson B.	Ohio R.
B. of Biscay	Indus R.	Orinoco R.
Bering Sea	Irish Sea	†Panama Canal
Black Sea	†Japan Sea	*Plata R.
Big Horn R.	L. Baikal	*Po R.
Bosphorus Strait	L. Champlain	*Potomac R.
Caribbean Sea	L. Erie	Powder R.
Caspian Sea	L. Huron	†Puget Sound
†Chesapeake B.	L. Michigan	†Red Sea
China Sea	L. of the Woods	*Rhine R.
*Colorado R.	L. Ontario	*Rio Grand R.
*Columbia R.	L. Superior	San Francisco B.
*Congo R.	L. Tanganyika	St. of Dover
*Danube R.	L. Titicaca	†St. of Gibraltar
†Dardanelles	L. Victoria Nyanza	*St. Lawrence R.
†Dead Sea	L. Winnipeg	†St. of Magellan
*Delaware B. or R.	Local forms	*Seine R.
*Elbe R.	*Mackenzie R.	Snake R.
†English Channel	Manchester Ship	Suez Canal
†Erie Canal	Canal	*Thames R.
Euphrates R.	†Mediterranean Sea	The Soo Canal
†Flathead Lake	Milk R.	†Volga R.
*Ganges R.	*Mississippi R.	Welland Canal
Great Salt Lake	*Missouri R.	*Yangtse R.
G. of California	Murray R.	*Yellowstone R.
G. of Guinea	Nelson R.	*Yukon R.
		*Zambezi R.

5. Cities

Locate each of the following cities by country, or by state if in the United States. Select the statements that properly describe the cities that are starred: seaport, river port, lake port, important railroad center, a political capital, a mountain pass city, an important manufacturing city, an important commercial city.

Albany	Cologne	*Jerusalem
Alexandria	Columbus (Ga.)	Johannesburg
*Amsterdam	*Columbus (Ohio)	Juneau
Anaconda (Mont.)	*Constantinople	Kalispell (Mont.)
Annapolis	Copenhagen	Kansas City
Antwerp	Damascus	Kimberley
Athens	Dayton	Leeds
Atlanta	Deer Lodge (Mont.)	Leipzig
Bagdad	*Denver	*Leningrad
*Bahia	Des Moines	Lewistown (Mont.)
*Baltimore	*Detroit	Lima
Batavia	Dillon (Mont.)	*Liverpool
Belfast	Dublin	Livingston (Mont.)
*Berlin	Duluth	*London
Billings (Mont.)	Edinburgh	*Los Angeles
Birmingham (Eng.)	Essen	*Louisville
Birmingham (Ala.)	Fall River	Lyons
Bismarck	Fargo	*Madrid
Bogota	Florence	*Manchester (Eng.)
Boise	Galveston	Manila
*Bombay	Geneva	Marseilles
*Boston	Genoa	Mecca
Bozeman (Mont.)	*Glasgow	Melbourne
Bremen	Glasgow (Mont.)	Memphis
*Brussels	Glendive (Mont.)	*Mexico City
*Budapest	Grand Rapids	Milan
*Buffalo	Great Falls (Mont.)	Miles City (Mont.)
*Buenos Aires	Halifax	*Milwaukee
Butte (Mont.)	*Hamburg	*Minneapolis
*Cairo	*Hankau	*Missoula (Mont.)
*Calcutta	Hartford	Mobile
*Canton	*Havana	*Montevideo
Cape Town	Havre	*Montreal
Caracas	Havre (Mont.)	*Moscow
Charleston (S. C.)	Helena (Mont.)	Munich
Cheyenne	Hongkong	Nagasaki
*Chicago	Honolulu	*Naples
Christiania	*Indianapolis	Nashville
*Cincinnati	Jacksonville	*Newark
*Cleveland	*Jersey City	New Haven
		*New Orleans

*New York	Rome	The Hague
Odessa	*St. Louis	*Tientsin
Oklahoma City	*St. Paul	*Tokyo
Omaha	Salt Lake City	Toledo
*Osaka	San Antonio	*Toronto
Ottawa	*San Francisco	Trenton
Panama	San Juan	Trieste
*Paris	Santiago	Tucson
Peking	*Santos	Valparaiso
*Philadelphia	*Sao Paula	Vancouver
Pierre	*Savannah	Venice
*Pittsburgh	*Seattle	Vera Cruz
*Portland (Me.)	Shanghai	Verdun
*Portland (Ore.)	Sheffield	Vienna
*Providence	Singapore	Vladivostok
Quebec	Smyrna	*Warsaw
Quito	Spokane	*Washington
Red Lodge (Mont.)	*Stockholm	West Point
Richmond	*Sydney	Winnipeg
*Rio de Janeiro	Syracuse	Yokohama
*Rochester	Tacoma	

6. Railroad systems

Location of main lines and terminals.

Great Northern	New York Central
Northern Pacific	Southern Pacific
Chicago, Milwaukee & St. Paul	Trans-Siberian
Canadian Pacific	Local railroad
Union Pacific	

Are railroads well developed or undeveloped in each of the twenty countries starred?

7. Places of interest

Location. Why important?

Bunker Hill Monument	Natural Bridge
Ellis Island	Niagara Falls
Garden of the Gods	Nome
Gettysburg Cemetery	Plymouth Rock
Glacier National Park	Pyramids of Egypt
Grand Canyon	Statue of Liberty
Klondike Region	The Vatican
Mammoth Cave	Westminster Abbey
Montana State Capitol	White House
Mount Vernon	Yellowstone National Park
National Capitol	Yosemite Valley

8. Approximate latitude and longitude of

New York City	Manila
New Orleans	Local region
Rio de Janeiro	Montana state boundaries
San Francisco	Latitude of circles dividing
London	zones of light
Leningrad (formerly Petrograd or St. Petersburg)	

9. Comparative statistics

Five year averages are better than last year's statistics. If data are available, revise textbook figures. (Figures below mean number of; as, (3) means three states, etc.)

- a. Give leading exports (5) and imports (5) of the United States.
- b. Give states where the following products are very important.

wheat (3)	beef (2)	iron (2)
cotton (3)	wool (2)	gold (3)
corn (3)	horses (2)	silver (3)
sugar (2)	lumber (2)	copper (2)
hay (2)	coal (3)	dairy products (2)
swine (1)	petroleum (2)	mfg. products (2)

- c. Give countries where the following products are very important.

wheat (2)	cattle (2)	iron (2)
sugar (3)	cotton (2)	copper (1)
tea (2)	wool (3)	petroleum (2)
coffee (1)	silk (3)	gold (2)
rice (2)	coal (3)	silver (2)

- d. Give largest cities in the United States (5), in the world (5).
- e. Give largest cities in area (3), population (2), wealth (3).

10. Causation

a. Give *three* good reasons for the growth of each of the following cities: Chicago, New York, San Francisco, and the largest city in each of the twenty countries starred.

b. Name from one to three of the most important industries in the twenty countries starred and give reasons for the same.

11. Maps

a. Draw from memory, with approximate accuracy in the form of a general outline map the *local county*, *Montana*, *United States*, and *each of the six continents*. Give attention to the principal shore forms only.

b. On these maps show the approximate location of boundary lines of countries, of land and water forms, and of cities given in the list of essentials, including in each case only those that are starred (*).

REFERENCES AND MATERIAL EQUIPMENT

FREE BULLETINS

Note: To secure a valuable collection of materials free and to motivate letter writing send for the following bulletins. Have only one child from each room write for each bulletin as publishers have found it impossible to fill orders when an entire class makes the same request.

1. Eastern Illinois State Normal School, Charleston, Ill.
*Bulletin No. 54, *Materials on Geography* which may be obtained free or at small cost.
2. U. S. Department of Agriculture, Washington, D. C.
**Graphic Summary of Agriculture*. (Y. B. separate 681). Reprint from the Yearbook of 1915. An indispensable list of maps and charts on crops of the United States.
List of Farmers' Bulletins. Send for list. Select those useful in geography.
3. National Park Service, Dept. of Interior, Washington, D. C.
Glimpses of Our National Parks.
Bulletins of each National Park separately.
4. Department of Agriculture and Publicity, Helena, Mont.
**Montana* (yearly.) Also *Motoring in Montana* and guide map.
5. Experiment Station, Montana, Agricultural College, Bozeman.
A Report on Montana Climate.
Irrigation in Montana. (Request list of free bulletins).
6. International Harvester Company, Chicago, Illinois.
The Story of a Loaf of Bread, and other bulletins. Send for list.
Harvest Scenes in the World—50c.
7. Chicago, Milwaukee & St. Paul R. R., Chicago; Great Northern R. R., St. Paul; Northern Pacific R. R., St. Paul.
Each railroad has a valuable publication on *Montana, the Treasure State*, and other publications.
8. Bulletins of the Pan-American Union, Washington, D. C.
9. Rubber booklet, United States Rubber Co., 1790 Broadway, New York.
10. Rubber booklet and exhibit, Firestone Rubber Co., Akron, Ohio.
11. Keystone View Co., Meadville, Pa. *The World Visualized*, a list of stereographs and lantern slides, classified for grades 4-8 in geography, history, nature, literature.

*Specially recommended

EQUIPMENT (Can be purchased from any school supply company)

1. *Suspended globe*, 12 inches or more in diameter.
2. *Wall maps*. J. Paul Goode Series published by Rand McNally Co., the S Series published by Denoyer-Geppert Co., and the Johnston Imperial Series published by A. J. Nystrom & Co., are recommended. Every school where geography is taught should have one good set of *up-to-date maps* consisting of Montana, United States, and a post-war map of Europe. If districts can afford more maps, North America, South America, Asia, Africa, and Australia are desirable. Dust proof cases or oil cloth extensions at small additional cost are valuable for keeping maps clean. The State Highway Commission, Helena, will supply Montana maps at cost.
3. *Outline maps*. A blackboard outline map of the United States is also very desirable. A good desk outline map is simply constructed and gives as few details as possible. Such maps are the Lincoln Geographical Series, published by Atkinson, Mentzer & Co., Chicago; the Johnston Series of outline maps; and those of the McKinley Series which include boundaries and rivers only. Pattern maps and "puzzle maps" of the United States can be cut from cardboard. Much can be learned from fitting the United States together. Project-Problem Maps by L. O. Packard, published by the Denoyer-Geppert Co., Chicago. Slated or blackboard maps, convenient for sketching and placing regions and places are published by all companies mentioned in paragraph 2.
4. *Pictures*. Send for Catalog of Educational Pictures, Walter L. Lillie, Columbus, Ohio; catalog of pictures, Perry Picture Co., Malden, Mass.; catalog of pictures from school supply houses. The Art Manual, published by John W. Graham & Co., Spokane, Washington, is good.
5. *Other supplies*. Other useful supplies are a sand table with sand, soil boxes, thermometer, manila cardboard, mucilage, collection of specimens of rocks, wood, relics, etc., and a good pointer.
6. *Current events papers*—See list under Current History in General Suggestions of the history course of study.
7. *Our Imports and Who Use Them*. Published by the National Foreign Trade Council, India House, Hanover Square, New York. Classroom edition 10c.
8. Write Great Lakes-St. Lawrence Tidewater Association, Duluth, Minnesota, and also the Government Printing Office, Washington, D. C., for material regarding the proposed Great Lakes-St. Lawrence waterway project.
9. *Stereoscope*. This can be secured from Keystone View Co., Meadville, Pa.
10. *Films and slides*. Write to Society for Visual Education, 327 So. LaSalle St., Chicago.

BOOKS AND MAGAZINES

Geographical Readers

The World Almanac and Encyclopedia, N. Y. World

National Geographic Magazine, Natl. Geog.

Mentor, Crowell

World Traveler, The Biltmore, New York (excellent pictures)

Freeman, *Montana, Geographic Factors Influencing the State*, Geog. Soc.

The World Book, 8 vols. A very recent, readable, and complete reference work for the school. It covers all the subjects of the curriculum. World

Compton's Pictured Encyclopedia, 8 vols, Comp.

Pictured Knowledge, 6 vols. Comp.

HANDWRITING

GENERAL SUGGESTIONS

PRINCIPLES ON WHICH THE COURSE OF STUDY IN WRITING IS ORGANIZED

Writing a skill needed in life

Writing is one of the skills necessary for satisfactory participation in current life activities. Problems demanding the use of this skill for their solution are constantly arising.

Skill in writing dependent upon specific habits

The acquisition of this skill to such a degree that it may function as a tool depends upon the formation of specific habits. Rich estimates that there are about one hundred of these definite habits in all, "if we count the elements of letters, the letters, and the means of combining them."

Writing habits formed to carry over into adult life

Writing habits formed in the grades should not be of the character that break down when the child leaves school, but should carry over into his social usage in adult life. This purpose cannot be accomplished by emphasizing technique of performance thru isolated meaningless drill. Every possible situation must be employed to have the child's writing function in serving a real need in his present life. Thus only can we hope to secure continuity between his handwriting now and that of his adult life.

Purpose of writing in elementary grades for needs of every day life, not for expert penmanship

Writing in the elementary grades is not designed to develop expert penmen. The place for this vocational type of writing is in the commercial courses in high school. The teaching of writing in the elementary grades has for its purpose the development of skill to meet the common needs of every day life.

"Arm movement" drills extremely wasteful of time

The large proportion of the practice periods that has been devoted to intensive "arm movement" drills has been extremely wasteful of time. Investigations by Freeman, Rich, La Rue,

and others indicate that a rather large number of pupils never attain a satisfactory degree of pure arm movement. Further, they find that very few of those attaining a satisfactory degree of efficiency with this movement while in the grades carry it over into their adult handwriting. Instead they form an individual movement. Elimination of the intensive arm movement drills from the elementary grades will permit the child to acquire an individual movement with ease and naturalness while he is still being guided by the teacher.

Legibility and ease essentials in good writing

The main essentials in good writing are legibility and ease in execution. Legibility depends upon five elements: form of letters, slant, spacing, alinement, and quality of line. Ease in execution depends upon the child's finding the rhythm and movement that is most natural for his specific use. Each of these elements must receive specific attention.

Self criticism desirable

It is essential to stimulate an attitude of self criticism on the part of the individual child. This can be best accomplished thru analysis of his everyday handwriting for the purpose of discovering the elements in which he is weak. Then he should be given drills to overcome these weaknesses. Speed, too, should receive some attention. Care must be exercised lest speed be acquired at the expense of legibility. In the grammar grades this item may receive proper emphasis by comparison with standard scales.

The sixth grade children of the Columbus School of Mount Vernon, New York, worked out the following achievements in penmanship to assist themselves in writing legibly:

Penmanship achievements

1. Dot the i's. Cross the t's.
2. Close a, g, d, o.
3. Make a loop in e and l, b, k, and f.
4. Make l, f, b, h, k taller than t and d.
5. Make a sharp point on r, s.
6. Make m and n round at the top.
7. Make even spaces between letters and between words.
8. Keep every letter on the line.

As a result of the above achievements a marked improvement has been made in penmanship. Each child corrects his own penmanship.

Chief emphasis of first five years on forms of letters

Forms of letters should receive chief emphasis in the first five years of school work. Children's writing indicates that certain forms offer specific difficulties. Such forms should be taught carefully when first presented and then followed up in the child's everyday handwriting in other subjects:

(1) Connection of a letter closing on an upward stroke with one beginning on an upward stroke frequently causes confusion; as, *by*, *bi*, *oi*, *ve*, *wr*, *os*.

(2) *r* is frequently mistaken for a *w*. Teach the old form, *r*.

(3) *u* is frequently confused with *n*.

(4) Both small and capital (*o*, *O*) are frequently confused with the corresponding forms of (*a*, *A*).

Most practice periods too long

Ten minutes in the lower grades and fifteen or twenty minutes in the upper grades are probably ample time for practice periods in writing. Investigation indicates that the quality of the product depends not so much upon the amount of time spent in practice as upon concentration, together with the determination of the teacher to obtain results.

Too much writing required in lower grades

There is a growing realization that we have required entirely too much writing in the lower grades. The reason is not far to seek. Copying from a blackboard or from a book has been used freely as an expedient for seat work to the point of abuse. La Rue feels that "children under ten years of age should not write much."

Individual writing habits established in grammar grades

The teaching of writing in the grammar grades should have for its specific purpose aiding the pupil in establishing individual writing habits that will carry over into his adult handwriting.

Model in hands of teacher in first and second years

A copy of the model book published for first and second years should be in the hands of the teacher only. The children write from the teacher's model on the blackboard.

Blackboard indispensable particularly in lower grades

The blackboard is indispensable in the teaching of writing:

- (1) For teacher's model for first and second years
- (2) For presentation of new forms in other grades
- (3) For presentation of elements needing correction
- (4) For practice in first and second years
- (5) For practice in regaining freedom of movement whenever cramped handwriting manifests itself in pupils' daily written work

Special attention required by left-handed children

A child who is strongly left-handed should not be required to write with the right hand. Such a child will need special attention and help in the matter of placing his paper, placing his forearm on the desk, writing toward himself instead of away from himself, and other preliminary details of a similar character that are of vital importance in learning to write. See La Rue, *The Child's Mind and the Common Branches*, pp. 160-161, for a good treatment of this subject.

References and Materials:

Writing Systems on State Adopted List:

Applied Movement in Writing, Farquhar & Albright, Chicago

The Palmer Method of Business Writing, A. N. Palmer, Chicago

Recent References on Writing:

*Freeman & Daugherty, *How to Teach Handwriting*, Houghton

Freeman, *Principles of Method in Writing*, Eighteenth Year-book, part II, Pub. Sch.

*Shouse, *Obstacles to Good Handwriting*, Elementary School Journal, Dec. 1923

Nutt, *Rhythm in Handwriting*, Elementary School Journal, Mar. 1919

*Rich, *Wanted: A New Deal in Handwriting*, Journal of Educational Method, Apr. 1924

*La Rue, *The Child's Mind and the Common Branches*, Macm.

Geyer, *An Experiment with the Courtis-Shaw Method of Teaching Handwriting*, Chicago Schools Journal, June, 1926

Standard Scales in Writing:

*Ayres, *Scale for Measuring Handwriting*, Sage Ed.

Thorndike, *Scale for Measuring Handwriting*, Bur. Pub.

*Freeman, *A Chart for Diagnosing Faults in Handwriting*, Houghton

*Specially recommended.

FIRST YEAR

AIMS

1. *To gain freedom of movement.*
2. *To learn form of letters.*
3. *To gain minimum control.*

PROCEDURE

The teacher's model should be written on the blackboard. As the models will consist for the most part of single words, the teacher may repeat the same word several times in a horizontal line. This will enable the child to practice on the board from the teacher's model directly above. Under no circumstances should the child be permitted to repeat the same writing over and over in a vertical column, for in so doing he would use his own imperfect writing as a model.

Practically all of the writing practice in this grade should be given on the blackboard without any confining lines. Thus blackboard practice will enable the pupil to acquire the freedom of movement necessary to avoid the development of a cramped form of handwriting. The value of blackboard practice in this respect during the early years cannot be overestimated.

Writing on paper should occur in this grade only when the situation demands it. Such situations arise naturally when a child desires to write his name upon a sheet containing his seat work, when he wishes to label a drawing, a clipping or a cut-out illustrating a character in a story that forms the basis of a pictorial booklet, or when he wishes to indicate the recipient of a gift that he has constructed. The necessary preliminary practice on the actual words to be written as well as their subsequent writing should be done on unruled, unglazed paper. The pencil to be used should be coarse and soft.

References for the Teacher:

- Rich, *Wanted: A New Deal in Handwriting*, Journal of Educational Method, Apr. 1924, pp. 337, 339, 340
- Freeman & Daugherty, *How to Teach Handwriting*, pp. 32-33, Houghton
- La Rue, *The Child's Mind and the Common Branches*, Chaps. I, II, III, IV, V, VI, Macm.

MINIMUM ESSENTIALS

1. Ability to write first name legibly on blackboard or on paper.
2. Ability to copy a single sentence from blackboard.
3. Ability to write numbers involved in year's work on blackboard or on paper.

SECOND YEAR

AIMS

1. *To acquire further perfection in freedom of movements.*
2. *To acquire further knowledge of form of letters.*
3. *To secure better control of movement.*

PROCEDURE

The teacher should write the model on the blackboard and the children should practice under the copy as in first year. The blackboard practice this year should be confined within horizontal lines ruled four inches apart. This will provide the opportunity of developing control necessary in spacing. Ruling the blackboard for this practice is made easy by a very simple device; bore two holes four inches apart in a piece of wood $\frac{3}{4}$ " by 1" by 5", using an augur bit about the size of the crayon to be used. Thrust a long piece of crayon thru each hole. The result will be a convenient device for marking the four inch blackboard space necessary for the practice in this year.

The spacing of the paper to be used in this grade should be not less than $\frac{3}{4}$ inch. Care must be exercised in this grade also to require written work on paper only when there is a real occasion for so doing. This written work then may be preceded by the necessary preliminary practice on paper ruled according to specifications. Much written work here will result in formation of bad habits.

A medium soft pencil should be used during this year.

References for the Teacher:

La Rue, *The Child's Mind and the Common Branches*, Chap. VI, Macm.

Freeman & Daugherty, *How to Teach Handwriting*, p. 83, Houghton

MINIMUM ESSENTIALS

1. Ability to write full name.
2. Ability to write a three or four sentence composition from copy, from dictation, or from original composition as required in language for this year.
3. Ability to write spelling lists.
4. Ability to write neatly, legibly, and in good form all written work required in this year.

THIRD YEAR

PURPOSE

1. *To begin the use of pen and ink.*
2. *To give definite attention to slant, spacing, alinement, and quality of line as well as to the form of letters.*
3. *To give further attention to good position.*

PROCEDURE

The first pen and ink writing should be introduced by use of a coarse pen. The penholder should be of medium size and with cork or rubber tip. The paper for this purpose should be at least $\frac{1}{2}$ inch in spacing. The written language work for this grade will afford motivation for writing with pen and ink.

During the two preceding years the children have become fairly familiar with the forms of all letters, both small and capital, and of figures. This year the attention will be definitely directed to slant, spacing, alinement, and quality of line as well as to the form of letters. By analyzing his individual handwriting and comparing it with models on the blackboard or furnished by his penmanship book, the child may be made conscious of these details as an important factor in determining the quality of his written work. Definite exercises should then be given for the improvement of the specific weaknesses found. Each child should be encouraged to overcome his specific difficulty. Only one of the five elements of legibility—form, slant, spacing, alinement, or quality of line—should be introduced at a time and a fair degree of proficiency secured before another is presented.

Monthly samples of each child's writing should be retained for judging his progress. These samples will form the basis of comparison in emphasizing the improvement of the elements of his handwriting. It is thus possible at this early period to lay the foundations for analysis of writing which shall function later in establishing a desirable habit of self-criticism. Since children are as a rule eager to surpass their previous records, these samples will furnish an effective means of motivating efforts for self-improvement.

References for the Teacher:

- La Rue, *The Child's Mind and the Common Branches*, p. 168, Macm.
Freeman, *Principles of Method in Writing*, Eighteenth Yearbook,
Part II, pp. 18, 21
Freeman & Daugherty, *How to Teach Handwriting*, pp. 11, 24, 130-131, Houghton

MINIMUM ESSENTIALS

1. Ability to do written work in language in ink.
2. Ability to write spelling lists and dictation lessons with ease on blackboard or on paper.
3. Ability to write legibly, neatly, and in good form all written work required in this year.
4. Ability to indicate improvement in the five elements, form, spacing, slant, alinement, and quality of line, in the later samples of handwriting.

FOURTH YEAR

AIMS

1. To confirm writing habits begun in third year.
2. To emphasize the five elements of legibility; slant, spacing, form, alinement, and quality of line.
3. To emphasize good position and movement.
4. To acquire ease in writing.

PROCEDURE

In this year either a coarse or a medium pen may be used, depending upon the skill acquired in the preceding year's use of the pen. The paper should still be at least $\frac{1}{2}$ inch in spacing.

Good position may be emphasized in this year. Slavish adherence to a set position is not conducive to best results in writing. Both systems of writing on the state adopted list give suggestions in regard to this topic.

Emphasis should be placed this year on the five elements of writing. The analysis and comparison of handwriting begun in the third year should be continued here and should be greatly emphasized. This will strengthen the foundations for establishment of the habit of self-criticism to receive attention in the fifth year. Comparison with a standard scale in regard to form should be taken up this year. More exacting form of drill designed to overcome specific weaknesses should begin here. In the early grades only grosser weaknesses should be corrected.

Special attention should be given to the four letters *b, o, w, u*, for the stroke that finishes these letters and connects them with the letter following does not start from the base line. Instead it starts from a point whose height equals that of a small letter. Even tho these connections may have been well taught, it is necessary to give them special attention and emphasis in order that the correct habit may be clinched. Other forms needing special emphasis are mentioned under General Suggestoins. Not until these forms have become thoroly mastered can the child achieve ease and fluency in writing.

References for the Teacher:

- La Rue, *The Child's Mind and the Common Branches*, pp. 166-168, Macm.
- Freeman, *Principles of Method in Handwriting*, Eighteenth Yearbook, Part II, p. 18, Principle 22, Pub. Sch.
- Freeman & Daugherty, *How to Teach Handwriting*, pp. 6, 11, 17, 24, 176-177, Houghton

MINIMUM ESSENTIALS

1. Ability to execute all written work with a fair degree of ease.
2. Ability to achieve in everyday writing the standard in regard to legibility for this year.
3. Ability to execute all written work required for this year neatly, legibly, and in good form.

FIFTH YEAR**AIMS**

1. *To further perfect good writing habits stressed in the fourth year.*
2. *To develop a critical attitude toward child's own handwriting.*
3. *To inculcate a desire for self improvement.*
4. *To develop ease in writing.*

PROCEDURE

The use of a slightly finer grade of pen may be introduced this year. Beginning with this year paper ruled for $\frac{3}{8}$ inch spacing should be used.

In order to develop the necessary habit of self-criticism and to stimulate the desire for self-improvement, the child should now be encouraged to evaluate his own handwriting. A copy of a standard writing scale should be posted conveniently so that he may have access to it at all times. Such evaluation must be followed by intensive practice drills to overcome the specific faults he has discovered. The value of the child's own criticism in the modification of his writing cannot be overestimated.

Specimens of each child's writing secured early in the year for the purpose of evaluating progress will furnish an incentive to further improvement. Comparison of successive specimens with the current one and with the standard for the grade will tend to secure the concentrated attention necessary for continued improvement. The comparison with the standard for this year should still be for the purpose of perfecting the quality of the child's handwriting.

References for the Teacher:

- Shouse, *Obstacles to Good Handwriting*, The Elementary School Journal, Dec. 1923, pp. 303-305
- Freeman & Daugherty, *How to Teach Handwriting*, p. 221, Houghton

MINIMUM ESSENTIALS

1. Evidence of formation of good handwriting habits, particularly as to form, ease of movement, and position.
2. Evidence of improvement in handwriting in all school subjects.
3. Evidence of conscious effort towards self improvement.
4. Ability to execute neatly, legibly, and in good form all written work required in this year.

SIXTH, SEVENTH and EIGHTH YEARS**AIM**

To establish an individual writing habit that is fairly proficient as to form, fluency, movement, and speed.

PROCEDURE

The main emphasis during the first five years of writing has been on the five elements of legibility; namely, form of letters, slant, spacing, alinement, and quality of line. In the grammar grades it will be necessary for the teacher to continue the careful analysis of the form of the children's handwriting on the basis of these elements. The children should continue the practice of self-criticism and the consequent drill for the improvement of the specific elements needing modification.

Definite attention should be given here to the habitual employment of the child's best writing on the blackboard as well as on paper in all written work required. It is well to choose weekly, without previous announcement, a set of papers from one of the other school subjects and let each pupil evaluate his own handwriting by comparison with the standard form for his grade. Thus each child will formulate his own objectives and will concentrate practice on his specific difficulties. This individual method has been employed for some time in the teaching of spelling. The child studies only the words which give him difficulty but he is tested periodically on the entire list. Similarly, we may eliminate much of the meaningless drill from the writing periods in these upper grades by permitting each child to concentrate on his difficulties and by checking up regularly on all the other factors of his writing habits.

Speed will receive emphasis for the first time in these grades. This can be accomplished best thru comparison with the standard rate for the particular grade in question. Care will need to be exercised lest legibility be sacrificed for speed. It is not essential that grade children should acquire an excessive speed of writing. Ayres and Freeman both give 70 words per minute as the standard to be attained by the end of the eighth year. As in other skill subjects, individual and class graphs may be used in keeping records of speed acquired by pupils in these years. For the form of graphs see fourth grade arithmetic course of study and Freeman, *Principles of Method in Writing*, Eighteenth Yearbook, Part II, pp. 20 and 22.

References for the Teacher:

- La Rue, *The Child's Mind and the Common Branches*, pp. 168, 172, Macm.
- Shouse, *Obstacles to Good Handwriting*, *Elementary School Journal*, Dec. 1923, pp. 301-306
- Freeman & Daugherty, *How to Teach Handwriting*, pp. 23, 26, 263, Houghton

MINIMUM ESSENTIALS

1. Ability to execute with ease all written work required.
2. Ability to produce writing that compares favorably with the grade standard from the standpoint of quality as well as speed.
3. Evidence of an individual writing habit in everyday writing.

KEY TO ABBREVIATIONS OF PUBLISHERS

- Allyn—Allyn and Bacon, 1006 South Michigan Ave., Chicago
 Altemus—Henry Altemus, Philadelphia
 A. M. A.—American Medical Association, 535 N. Dearborn St., Chicago
 Am. Bk.—American Book Co., Chicago
 App.—D. Appleton & Co., Chicago
 Atkinson—Atkinson, Mentzer & Grover, Chicago
 Atlantic—Atlantic Monthly Press, Boston
 Barnes—Address Laidlaw Brothers, 2001 Calumet Ave., Chicago
 Beckley—Beckley-Cardy Co., Chicago
 Bd. Ed.—Board of Education, Detroit, Michigan
 Bd. Health—State Board of Health, Helena, Montana
 Blak.—P. Blakiston's Son & Co., Philadelphia
 Bobbs—Bobbs-Merrill & Co., Indianapolis
 Boni—Boni & Liveright, 105 W. 40th St., New York
 Bradley—Milton Bradley Co., Springfield, Mass.
 Bur. Ed.—Bureau of Education, Washington, D. C.
 Bur. Ind.—U. S. Bureau of Indian Affairs, Washington, D. C.
 Bur. Pub.—Bureau of Publications, Teachers College, Columbia University, New York
 Burt—A. L. Burt & Co., New York
 Camp Fire—Camp Fire Outfitting Co., New York
 Century—Century Co., New York
 Chicago U.—University of Chicago Press, Chicago
 Child—Child Health Organization, 289 Fourth Ave., New York
 Clode—Clode, 156 5th Ave., New York
 Compton—F. E. Compton & Co., Chicago
 Courtis—S. A. Courtis, Detroit, Michigan
 Crowell—T. Y. Crowell & Co., New York
 Dept. Agr.—Department of Agriculture, Washington, D. C.
 Dept. Health—State Department of Health, Albany, New York
 Dept. Pub.—State Department of Publicity, Helena, Mont.
 Dodd—Dodd, Mead & Co., New York
 Dodge—Dodge Publishing Co., 53-55 5th Ave., New York
 Doubled.—Doubleday, Page & Co., New York
 Dutton—E. P. Dutton, New York
 Ed. Dept. Cal.—State Dept. of Education, Sacramento, Cal.
 Eld.—R. C. Eldridge, Niagara Falls, New York
 Ed. Dept. Md.—State Dept. of Education, Baltimore, Md.
 Ed. Dept. Mont.—State Dept. of Public Instruction, Helena, Montana
 Ed. Dept. O.—State Department of Education, Columbus, Ohio
 Ed. Pub.—Educational Publishing Co., Chicago
 Ed. Dept. W. Va.—State Dept. of Education, Charleston, W. Va.
 Ferris—Ferris & Leach, New York
 Flan.—A. Flanagan, Chicago
 Ford—Henry Ford, Detroit, Michigan
 Funk—Funk & Wagnalls, New York
 Gabriel—Samuel Gabriel Sons & Co., New York
 Ginn—Ginn & Co., Chicago
 Gov. Prtg.—Government Printing Office, Washington, D. C.
 Gregg—F. M. Gregg, Peru, Nebraska
 Grosset—Grosset and Dunlap, New York
 Harper—Harper & Bros., New York
 Heath—D. C. Heath & Co., Chicago
 Hinds—Hinds, Hayden & Eldridge, New York
 Hist. Soc.—State Historical Society of Wisconsin, Madison
 Holt—Henry Holt & Co., New York
 Houghton—Houghton Mifflin & Co., Chicago
 Jacobs—Geo. W. Jacobs & Co., Philadelphia
 Jones—W. Franklin Jones, University of South Dakota, Vermillion, South Dakota
 Lake.—Lakeside Press, Chicago
 Lane—American business taken over by Dodd, Mead & Co., New York
 Laurel—Laurel Book Co., Chicago
 Lipp.—J. B. Lippincott Co., 2244 Calumet Ave., Chicago
 Little—Little, Brown & Co., Boston
 Lothrop—Lothrop, Lee & Shepard Co., 275 Congress St., Boston
 McClurg—A. C. McClurg & Co., Chicago
 McKay—David McKay, Philadelphia
 Macm.—Macmillan Co., San Francisco
 Merrill—C. E. Merrill, New York
 Moffat—Moffat, Yard & Co., 20 Union Square, New York
 Munn—Munn & Co., New York
 Natl. Geog.—National Geographic Society, Washington, D. C.
 Nat. Tub.—National Tuberculosis Association, 370 Seventh Avenue, New York

- Newson—Newson & Co., New York
 N. Y. Bk.—New York Book Co., New York
 Page—L. C. Page & Co., Boston
 Penn—Penn Publishing Co., Philadelphia
 Pilgrim—Pilgrim Press, Boston
 Pioneer—Pioneer Publishing Co., Fort Worth, Texas
 Play.—Playground and Recreation Association of America, 1 Madison Avenue, New York
 Pub. Sch.—Public School Publishing Co., Bloomington, Ill.
 Putnam—G. P. Putnam Sons, New York
 Rand—Rand, McNally & Co., Chicago
 Revell—Fleming R. Revell Co., New York
 Row—Row, Peterson & Co., Chicago
 Sage Fd.—Russell Sage Foundation, New York
 Sanborn—Benj. H. Sanborn & Co., Chicago
 Scott—Scott, Foresman & Co., Chicago
 Scribner—Charles Scribner's Sons, New York
 Seymour—Seymour, Daughaday & Co., 610 So. Dearborn, Chicago
 Silver—Silver, Burdett & Co., San Francisco
 Small—Small, Maynard & Co., Boston
 Sp. Bd.—The Simplified Spelling Board, Madison Ave., N. Y.
 S. N. Col. Dillon—State Normal College, Dillon, Montana
 S. N. Col. Farmville—State Normal College, Farmville, Va.
 State Bd.—State Board of Education, Hartford, Conn.
 Stokes—Frederick A. Stokes Co., New York
 Supt. Doc.—Superintendent of Documents, Washington, D. C.
 U. Pub.—University Publishing Co., Lincoln, Nebr.
 Victor—Victor Talking Machine Company, Camden, N. J.
 Warne—Frederick Warne & Co., New York
 Webb—Webb Publishing Co., St. Paul
 West—Westcott (Miss Avis), 4727 S. Aldrich St., Minneapolis
 Wilde—W. A. Wilde Co., Chicago
 Williams—U. P. C. Book Co., 243 W. 39th St., New York
 Winston—John C. Winston Co., Chicago
 Wis. U.—University of Wisconsin, Madison, Wisconsin
 World—World Book Co., Yonkers, N. Y.
 Yale U.—Yale University, New Haven, Conn.
 Young Ch.—Young, Churchman Co., Milwaukee, Wis.

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